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ABSTRACT

This planning guide provides local education agencies in New York State with the necessary information and instructions for participation in Part B of the ESEA Title IV Library and Learning Resources program. The application for grants cannot be completed correctly without reference to this guide. Contents of the guide include an overview of the Title IV program; general information on planning, eligible and ineligible expenditures, and administration of ESEA IV acquisitions; instructions for completing the application; and standards for purchasing and implementing school library resources, instructional materials and equipment, testing programs, and guidance and counseling services. A subject index is included. (Author/JPF)

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PLANNING GUIDE
ESEA IV

PART B

1784

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LIBRARIES AND LEARNING RESOURCES

1977-78

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THE STATE EDUCATION DEPARTMENT
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PREFACE

P.L. 93-380, the Education Amendments of 1974, created Title IV of the Elementary and Secondary Education Act. The goal of the amendments is to extend and amend the Elementary and Secondary Education Act of 1965.

Title IV consolidates seven categorical programs into two authorizations:

Part B: Libraries and Learning Resources.
Part C: Educational Innovation and Support.

Part A of the Title includes the authorizations, allotments, and common program requirements for the two program purposes.

It is the purpose of Title IV Part B to combine within a single authorization, programs formerly carried out under the provisions of law governing Title II of the Elementary and Secondary Education Act; Title III of the National Defense Education Act; and that part of Title III of the Elementary and Secondary Education Act that is related to testing, guidance, and counseling.

Under Part B, grants will be made to local education agencies for the following purposes:

1. The acquisition of school library resources, textbooks, and other printed and published instructional materials.
2. The acquisition of instructional equipment and materials suitable for use in providing education in academic subjects; and, minor remodeling of laboratory or other space used for such equipment and materials.
3. A program of testing students; programs of counseling and guidance services; programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services.

This Planning Guide provides local education agencies with the necessary information and instructions for participation in Part B of ESEA Title IV. The application cannot be completed correctly without reference to the Planning Guide. Instructions for completion of the application are not repeated on the form. Failure to refer especially to Chapter III, "Instructions for Completing the ESEA IV-B Application" will delay the release of funds to the district.

School personnel are encouraged to contact the Bureau of School Libraries, Room 676, New York State Education Department, Albany, N.Y. 12234, Tel. 518-474-2468 on all aspects of ESEA IV, Part B. The following staff members are available to help you:

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For program development assistance in the various curriculum areas, contact the appropriate State Education Department unit listed in Chapter IV, Standards, of this Guide.

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CHAPTER I
PROGRAM OVERVIEW

Distribution of Funds

Part B funds are allocated to local education agencies on a distribution formula which seeks to equalize financial resources available for education purposes. In New York State, a Part B allocation will be made to each local education agency based on pupil enrollments in public and private nonprofit schools, except that substantial funds will be provided in addition to two types of local education agencies:

1. Those which have the greatest numbers of pupils with special educational needs (PSEN); and

2. Those with substantially greater than average tax effort for education but lower per pupil expenditures than the State average.

Of the funds available for Part B distribution, 70% will be distributed on an enrollment basis, 25% will be distributed on a per capita basis to benefit pupils in public and private schools with pupils with special educational needs (PSEN), and 5% will be distributed on a per capita basis to local education agencies with substantially greater than average tax effort for education but lower per pupil expenditures than the State average. "Pupils with special educational needs" are identified through the State Pupil Evaluation Program (PEP). The most recent data available through the Department's Educational Data system will be used to determine allocations.

A notice of the Part B allocation will be sent to each eligible applicant. The allocation notice will specify: 1) the total Part B allocation for public and private school pupils and 2) the recommended amount to be expended for public school pupils and the recommended amount to be expended for the benefit of private school pupils within the public agency's jurisdiction.

Since it is not possible to pre-screen this data to determine the eligibility of certain private school children to participate in the ESEA IV B program, the allocation notice may include two types of private schools whose children are not eligible:

1. Schools for the handicapped which have not been approved by the State Education Department.

2. Schools with programs not approved by the State Education Department or the chief school officer of the school district.

If a school in either of these categories appears on the list, you have no responsibility to provide Title IV B benefits for those children.

The Regulations also state that "local education agencies receiving ESEA IV B funds for children whose education imposes a higher than average cost per child...shall use such funds...to provide services, materials and equipment under Part B of Title IV of the Act (1) in schools attended by such children...and (2) for the benefit of such children," taking into account the requirements for equitable participation of private school children.

Agencies Receiving Allocations

- Public school districts
- Campus schools operated by the State University of New York or by the City University of New York
- State-operated and State-supported schools covered under Article 85 Section 4201 of the Education Law
- Division for Youth

Consortium or Cooperative Projects

Two or more school districts may elect to combine their ESEA IV B allocations in a cooperative or consortium project. In such cases one of the participating school districts may be designated as the legal applicant; or a board of cooperative educational services may be so designated.

A single application should be submitted for a consortium or cooperative project, together with Form ESEA IV B-CO, "Certification for Participation in a Cooperative Project." Copies of this form are available from the Bureau of School Libraries on request.

Maintenance of Effort

P.L. 94-482, Education Amendments of 1976, amended the maintenance of effort requirements of ESEA Title IV. The amendment provides that assurance must be given that "the aggregate amount to be expended per student or the aggregate expenditure by the State, its local educational agencies, and private schools in such State from funds derived from non-Federal sources for [Title IV B] programs for the preceding fiscal year were not less than the amount per student expended or the aggregate expenditure for the second preceding year."

Therefore, a State's eligibility to receive grants under Title IV B is determined by the cumulative non-Federal expenditures eligible under IV B of all public and private schools for the preceding two fiscal years.

At the time of preparation of this Planning Guide, no Federal Regulations had been promulgated to clarify the procedures a State could invoke to request a waiver of the requirement in the event the cumulative State totals did not meet the requirement.

All public school districts and nonpublic schools must submit accurate maintenance of effort data as requested on the application form. The data submitted will be cumulated by the Bureau of School Libraries to substantiate the State's eligibility to receive grants under Title IV B. Local school districts and private schools are urged to maintain their local level of expenditures for IV B purposes to assure that the eligibility of the State as a whole will not be jeopardized.

Supplanting

Although the amended maintenance of effort requirement is a requirement imposed on the State, rather than the schools, failure to maintain fiscal effort at the local level may be evidence of supplanting.

Section 434(b)(1)(A)(IV) of the General Education Provisions Act requires that non-Federal funds will not be supplanted by Federal funds. The U.S. Office of Education has further clarified this provision as follows:

> A local educational agency is presumed to be complying with the no-supplant requirement in the current fiscal year if the combined non-Federal expenditures by the local educational agency for Part B program purposes in the current fiscal year are not less than the amount expended in the preceding fiscal year.
>
> . . . .
>
> And an overall decrease in a local educational agency's expenditures for Part B program purposes from one year to the next would be considered evidence of a supplanting violation, unless it were shown that there was an overall decrease in the availability of those funds to the local educational agency.
>
> . . . .
>
> The prohibition against supplanting is, however, distinct from the maintenance of expenditures requirement, the ultimate test of supplanting being how non-Federal funds would have been applied in the absence of Federal funds, rather than a comparison of expenditures in succeeding fiscal years.

The State Education Department will require schools to supply additional justification and substantiation where applications indicate evidence of supplanting.

Participation of Private School Children[1]

ESEA Title IV provides for equitable participation by private elementary and secondary school children. Private school children means "children who are enrolled in private nonprofit elementary and secondary schools in the school district of a local educational agency."

[1] NOTE: The terms "private" and "nonpublic" are used interchangeably for purposes of Title IV B. The Federal legislation uses "private." It is New York State Education Department practice to use "nonpublic."

Section 406 of the Act requires that the local educational agency "shall provide for the benefit of" private school children "secular, neutral and non-ideological services, materials and equipment" authorized under Title IV Part B "including... minor remodeling...of public school facilities as may be necessary for their provision (consistent with regulations on control by the public agency and limitations on personnel providing services)."

The control of funds provided under Title IV and the title to materials, equipment and property shall be in the local public agency which administers the program.

Personnel providing services shall be employed and supervised by the public agency and shall be independent of the private school and of any religious organization.

Funds from Part B "shall not inure to the benefit of any private school." Equipment or other property acquired "shall not become a part of the permanent structure of any private school and must be capable of being installed and removed without requiring remodeling of the premises."

The Federal Regulations state that "Any project to be carried out in public facilities which involve joint participation by children enrolled in private schools and children enrolled in public schools shall include such provisions as are necessary to avoid the separation of participating children by school enrollment or religious affiliation."

Planning with Nonpublic Schools

Planning and consultation with nonprofit private school personnel by public agency personnel is required.

Local liaison personnel from public and private schools should be appointed. It is suggested that districts have a joint committee of public and private school personnel. The committee could deal with a variety of problems, such as gathering data for educational needs assessment; overall long-range planning for the use of Part B allocations; determination of priorities in both public and private schools; development of projects; preparing applications; standards and selection of equipment and materials; inservice activities; procedures for monitoring and evaluating projects; accessibility of services, materials, and equipment; and any other areas that may need special study or solution. (Please see p. 7 for additional important information regarding planning the IV B project.)

Project Priorities

It is possible that the needs of the private school children may not coincide with those of the public school children. In both public and private schools, Part B funds should provide benefits according to the needs of pupils and teachers. Although local education agencies are given complete discretion in the division of funds among Part B purposes, if private school needs are different, the local education agency must provide the requested materials, equipment and services in appropriate amounts.

Accessibility of Services, Materials, and Equipment to Private School Children

The type of material and the purpose for which requested will determine the length of loan, and each public agency will establish such loan periods as it deems necessary and appropriate, as long as materials are not given outright to a private school or private school child or teacher. Long-term loans are permissible, provided that a "proper return" is accomplished periodically. A physical return of materials annually is strongly urged, although public agencies may elect to store materials in a private school over the summer, and renew materials in September.

Regardless of the loan method utilized, public agencies must have all loan requests and loan records for private schools accompanied by a pupil and teacher roster. This is a critical point since such a roster constitutes a loan to private school pupils and teachers on an individual basis.

The local public agency is responsible for making accessible to children in private, as well as public schools, all the benefits authorized under Part B. If, after consultation with private school officials, the public agency does not find it practical or necessary to locate the services, materials, and equipment for projects in one or more private schools in the district, the agency must provide other arrangements to assure equitable participation of private school children.

Equitable Expenditures

Allocation of Part B funds to the public agency is based on the formula described elsewhere in this Guide. The notice of allocation will provide the public agency with the names of private schools within its jurisdiction together with a suggested amount of the total allocation to be expended to provide benefits to the pupils in each school. It is the responsibility of local education agencies to adjust Part B expenditures per private school child if (1) the needs of private school children with respect to benefits under Title IV differ from such needs of children enrolled in public schools, and (2) the actual cost per child of such benefits to meet the needs of private school children is lesser or greater than the actual cost per child of such benefits to meet the needs of public school children. Any such adjustments should be designed to assure the equitable participation of private school children in the purposes and benefits of Part B.

If the distribution of Part B benefits among private and public school pupils varies from the distribution suggested by the State Education Department, a clear statement of the criteria used to determine equitable participation must accompany the application.

The public agency may retain up to 2% of the private school share for the performance of ordering services for the acquisition of materials and equipment, and up to 20% for the performance of cataloging and processing services for the acquisition of school library resources. An appropriate amount may also be retained by the public agency for supervision of personnel employed to provide services for private school pupils.

Non-Participating Private Schools

Private schools listed on the allocation printout which elect not to participate in the Part B program must supply the public agency with a written notice of declination. Such declination must be submitted by the public agency with the Part B application at the time of submittal.

Level of Private School Support

Private schools must provide maintenance of effort data as described elsewhere in this Guide. In addition, the section on supplanting is equally applicable to private schools.

Private School Responsibilities

ESEA IV enables greater benefits to accrue to private school children. At the same time, the private school officials must accept additional responsibilities.

In addition to active participation in planning for effective use of funds, private school personnel must be prepared to complete the Nonpublic School Expenditure Request.

Nonpublic schools enrolling 500 pupils or more are required to complete questions 3-7.

Nonpublic schools enrolling fewer than 500 pupils respond only to question 2.

It is important that nonpublic school officials make careful reference to Chapter III of this Guide to assure the correct completion of each item of the Expenditure Request form, including the provision of lists and/or schedules as required. Public school officials must submit to the State Education Department a single, combined public and nonpublic budget with all required lists and/or schedules attached. Failure of nonpublic school officials to provide all the information required will result in a delay of the release of funds.

Nonpublic school officials should cooperate with the public agency in providing requested narrative, statistical, fiscal and evaluative data, and meeting such deadlines as may be established.

Nonpublic as well as public schools will receive on-site evaluations of project effectiveness by State Education Department personnel.

CHAPTER II
GENERAL APPLICATION INFORMATION

Planning

Local education agencies have complete discretion in determining how Part B funds will be divided among the three purposes cited on p. iii for the public schools. Funds may be expended for one, two or all three purposes. In addition, public school officials must consult with private school officials. If the materials, equipment or services selected by the public schools are different from those requested for private school pupils, public school officials must provide those materials, equipment or services appropriate for the use of private school pupils, reflecting the equitable participation amount recommended by the State Education Department, or a locally derived distribution plan approved by the Department.

The diversity of educational needs to which Part B funds may be applied requires a coordinated, comprehensive planning effort at the local level. The IV B project description must clearly show the relationship of the materials and/or equipment acquired to the improvement of instruction in one or more curriculum areas. Expenditures for testing, guidance and counseling services must equally demonstrate the relationship to an improved program.

The following procedure is strongly recommended to assure that sound decisions are made regarding the expenditure of Part B funds.

- Appoint a planning committee representative of the purposes of Part B, including curriculum coordinators, guidance personnel, school librarians, teachers and administrators from public and private schools as well as appropriate representatives of the cultural and educational resources of the community.

- Have all committee members carefully review the Part B Planning Guide, the application form, and pertinent administrative memoranda.

- Special attention should be directed to the Standards on p. 35 of the Planning Guide.

  Federal Regulations require that State education agencies develop standards which may be used by local education agencies in arriving at Part B expenditure decisions. These standards establish qualitative and quantitative measures which set new or revised requirements for materials and equipment to be obtained, for minor remodeling to be carried out, and for services related to programs of testing, guidance and counseling to be performed. They merit careful consideration.

- Charge the committee with the task of identifying the priority district need(s) which may be addressed with IV B funds. When this determination has been made, detailed project planning may begin either by the original committee or by a sub-committee more representative of the priority area(s) identified.

- Assign the task of completing and submitting the ESEA IV B application to a project director or contact person.

Eligible and Ineligible Expenditures

NOTE: Applicants are cautioned that some expenditures are eligible under one purpose and ineligible under another. Eligibility of expenditures must be carefully reviewed prior to assigning the budgeted amount to one or another of the purposes of Part B. NO REIMBURSEMENT WILL BE MADE ON INELIGIBLE ITEMS.

School Library Resources (cataloged and processed) which include books, periodicals, audiovisual materials and other printed materials, but not furniture or equipment, which are cataloged and processed as part of a school library or media center.

Eligible

- Books (hardcover and paperback), reference books, encyclopedias, periodical subscriptions not to exceed three years, documents, films, filmstrips, sound recordings, processed slides, processed transparencies, kinescopes, video tapes, maps, charts, globes, pictures, picture sets, musical scores, reproductions, photographs, graphic works, and other printed and published materials of a similar nature which are cataloged and processed for use as part of a school library or media center.

- Straight lease plans for a period of time not to exceed one year. Any other lease plan requires prior consultation with the Division of Educational Management.

- Multimedia kits containing primarily printed and published materials.

- Combinations of materials and equipment, if the cost of the equipment is incidental to the cost of the materials.

Ineligible

- Materials intended for use in the teaching of religion.

- Materials primarily sectarian in nature.

- Materials consumed in use or not expected to last more than one year.

- Multimedia kits containing primarily manipulative materials or realia.

- Blank tapes, unexposed films, materials for preparing transparencies.

- Models and realia, flannel boards, specimens, toys and games.

- Equipment, furniture, machines, shelving, remodeling, storage units.

- Rebinding and repairing (while rebinding charges are ineligible prebinding charges are allowable as part of the price of the book).

- Supplies -- general supply items such as stationery, purchase order forms, multiple order slips, etc., are not eligible except as acquisition costs related to either cataloging, processing, or ordering procedures.

- Personal service -- wages or salaries may not be paid for professional or nonprofessional services, unless related to necessary costs of acquisition (i.e., cataloging, processing, and ordering).

Textbooks are defined as books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study materials for a given class or group of students, a copy of which is expected to be available for the individual use of each student in such class or group.

Ineligible

- Workbooks consumed in use.

- Supplementary books which are not the principal source of study and/or one copy is not available for the individual use of each student in a given class or group.

Equipment is defined as fixed assets having an estimated life of one year or more and a minimum value of $25; an equipment item is a movable or fixed unit of furniture or furnishings; an instrument; a machine; an apparatus; or a set of articles which meets all of the following conditions:

1. It retains its original shape and appearance with use.

2. It is non-expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit.

3. It represents an investment of money which makes it feasible and advisable to capitalize the item.

4. It does not lose its identity through incorporation into a different or more complex unit or substance.

Eligible Instructional Equipment:

- Audiovisual equipment (including projectors, recorders, television cameras, television receivers, closed-circuit television distribution systems, and ancillary television projection and reception equipment to be used primarily for nonbroadcast purposes, except where broadcast takes the place of closed-circuit cable systems), to be used, either by teachers in connection with teaching or by students in connection with learning).

- Equipment for the maintenance and repair of materials.

- Storage equipment (for the care and protection of materials and equipment acquired).

- Installation (when it is a part of the cost of the acquisition of equipment. Installation is not a separate budget item).

- Study booths and carrels.

- Straight lease plans for a period of time not to exceed one year.

- Calculators, computers (see limitation under Ineligible expenditures).

- Specialized equipment which is clearly distinguishable from general purpose equipment for classrooms or libraries.

Ineligible Instructional Equipment:

- General purpose equipment for classrooms or libraries (desks, seating, chalkboards, etc.).

- Items for the maintenance of equipment, and replacement parts (bulbs, batteries with a life of less than 1 year, etc.).

- Safety equipment which is commonly provided.

- Equipment used primarily for demonstration and instruction for the inservice education of teachers.

- Equipment used for administrative purposes (duplicating machines, typewriters, computers).

- Equipment to be used for religious instruction.

- Radio or television broadcasting apparatus.

- Public address system.

Instructional Materials are defined as items which with reasonable care and use may be expected to last for more than one year. The term does not include items which are consumed in use.

Eligible

- Books and other printed and published materials (including audiovisual materials).
- Models, realia, artifacts.
- Materials used in the production of instructional material of a permanent or durable nature (such as acetate for transparencies, audiotapes for recordings, etc.).
- Rebinding.

Ineligible

- Materials consumed in use (chemicals, paints, workbooks, etc.).
- General supply items.

Minor Remodeling is defined as those minor alterations in a previously completed building which are needed to make effective use of materials and equipment in providing education in academic subjects. The term may include the extension of utility lines, such as for water and electricity, from points beyond the confines of the space in which minor remodeling is undertaken but within the confines of such previously completed building to the extent needed to make effective use of equipment. The term does not include building construction, structural alterations to buildings, building maintenance, repair, or renovation.

Minor remodeling is permitted with Part B funds when the following conditions are met:

- A public agency holds title to and controls administration of the building in which the remodeling is to be done.
- The work is needed to make effective use of equipment and materials acquired with this grant for instruction in the academic subjects.
- Minor remodeling in a completed school building is confined to laboratory or classroom space in which one or more of the academic subjects is taught unless the minor remodeling accommodates test grading or audiovisual equipment which may be placed in any appropriate location.
- The remodeled facility is accessible to and usable by handicapped persons.

- The plans for minor remodeling in excess of $5,000 and/or minor remodeling which affects the health and safety of children bear the seal and signature of a licensed architect or engineer.

Eligible

- Removing and/or erecting partitions (other than bearing walls); cutting new doors or windows or closing old ones; repairing floors and walls damaged by the installation of equipment and/or approved minor remodeling; finishing newly erected walls; and installing electrical outlets, plumbing, service lines.

- Modifying or replacing inadequate or unsuitable utility service lines within a completed building.

- Converting existing space within a completed building into a planetarium, terrarium, observatory, etc. (Outer confines of building may not be altered).

- Converting a room or rooms in an existing building into a functional area as a library or media center including preview rooms, storage rooms, a preparation, maintenance, and repair center, etc.

- Providing additional lighting beyond normal requirements where needed to illuminate a particular area in order to make more effective use of equipment and materials acquired.

- Paying for architect's service when required for minor remodeling.

Ineligible

- Minor remodeling in buildings under construction or not owned by the applicant.

- Tearing up, rebuilding, or otherwise constructing entire floors or ceilings.

- Renovating or refurbishing interiors.

- Modernizing or replacing general room lighting systems.

- Any changes which alter the external configuration of a structure.

Testing is defined as a program for testing students in the elementary and secondary schools including the use of tests which measure abilities, educational achievement, interests or aptitudes pertaining to an individual's educational or career development.

Eligible

- Purchase or rental of tests, answer sheets, profile sheets, cumulative record forms, and other such materials as necessary.

- Purchase or rental, including costs of maintenance and operation, of equipment for scoring, testing, processing and reporting results of tests administered.

- Contractual services for machine scoring of tests and reporting test results.

- Consultant services.

Ineligible

- Personality inventories.

Guidance and Counseling Programs are defined as programs of counseling and guidance services for students at the appropriate levels in elementary and secondary schools designed (i) to advise students of courses of study best suited to their ability, aptitude, and skills, (ii) to advise students with respect to their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (iii) to encourage students to complete their secondary school education, take the necessary courses for admission to post-secondary institutions suitable for their occupational or academic needs, and enter such institutions; and such programs may include short-term sessions for persons engaged in guidance and counseling in elementary and secondary schools.

Programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools.

Eligible

- Salaries of local school guidance personnel professionally certified in guidance.

- Salaries of appropriate supervisory guidance personnel professionally certified in guidance.

- Salaries of clerical personnel and paraprofessionals under the supervision of local guidance personnel to assist in local guidance and counseling programs.

- Purchase and maintenance of office equipment necessary to meet requirements of professional guidance and counseling activities.

- Purchase of printed and audiovisual materials and supplies to fulfill functions of the guidance and counseling program.

- Consultant services (to update skills and increase competencies for personnel involved in guidance programs).

- Contractual services (computerized guidance information system).
- Straight lease plans for a period of time not to exceed one year.
- Communication (pupil handbooks, newsletter, annual reports, follow-up studies used in support of guidance programs).
- Rental of office space.
- Cost of short-term training sessions for personnel involved in guidance programs.

Costs of Acquisition are defined as those costs incurred in the acquisition of school library resources, textbooks, materials and equipment, and tests.

- Ordering - includes the preparation of purchase orders and related clerical work. Ordering costs may be charged against all Part B acquisitions but may not exceed 2% of the Part B acquisitions budget.
- Processing and cataloging - includes describing items of print and audiovisual materials by standard library cataloging rules, marking for identification, providing protective covers and preparing for circulation from a school library or media center. Processing and cataloging costs may be charged only to school library resources and may not exceed 20% of the Part B budget for school library resources.
- Delivery - includes shipping or transporting materials and equipment from the vendor to the initial place of use. Delivery costs are an integral part of the cost of materials and equipment and are not reported as a separate cost.
- Installation - includes equipment installation costs which are an integral part of the cost of equipment and are not reported as a separate cost.
- Expenditures for services of personnel involved in ordering, processing and cataloging are eligible. Such services must be provided and/or incurred during the applicable fiscal year of the Part B project. Such services are assumed to be incurred if personnel have been asked prior to the end of the fiscal year (June 30) to perform the services. A purchase order is not required. If a regular school district employee is to perform the services, the local education agency will be required, at the time of submittal of Final Report of Project Expenditures to certify that such services were performed at times "above and beyond" those times during which the employee is expected to perform his regular district duties.

Selection of Materials and Equipment

Criteria for the selection of school library resources, textbooks, and instructional materials and equipment should be developed by the local education agency. These criteria should ensure that materials and equipment will be of high quality, will contribute substantially to the educational program and will meet the varying needs of pupils and teachers in the elementary and secondary schools. Reference to State standards for materials and equipment will be helpful.

To the extent possible, appropriate professional staff should evaluate the materials and equipment before purchase. Many distributors will provide materials on approval or for local evaluation prior to purchase.

Local judgment augmented by reliable professional selection tools, lists, bibliographies, and periodicals which review materials and equipment should aid in the purchase of the most appropriate resources.

Selection criteria should be incorporated in a district selection policy statement formally adopted and approved by the Board of Education. A procedure for responding to criticism of school library and instructional resources should be included in the policy. The publication, Selection Guidelines (New York State Education Department, Bureau of School Libraries) should be consulted.

Administration of ESEA IV Acquisitions

Title and Control

Section 134.98 of the Regulations states: "The control of funds provided under [Title IV] and title to materials, equipment, and property repaired, remodeled, or constructed therewith shall be in a public agency for the uses and purposes provided in Title IV, and a public agency shall administer such funds properly."

Materials, including school library resources, and equipment shall be available to children and teachers in elementary and secondary schools on a loan basis only, and THERE SHALL BE A PROPER ACCOUNTING AND INVENTORY OF ALL MATERIALS AND EQUIPMENT.

Identification Marking

All materials and equipment acquired must be stamped or otherwise identified as the property of the public agency and as having been purchased under ESEA Title IV, Part B.

Length of Loan

Loan terms should be based on accepted principles and practices for lending school library resources and instructional materials and equipment to pupils and teachers.

The type of material or equipment and the purpose for which it is requested will determine the length of the loan, and each public agency should establish such loan periods as it deems necessary and appropriate.

Conditions of Loan

Section 134.82 of the Regulations and Section 100b.58 of the General Provisions prohibit user, rental, or deposit fees, or other charges levied against children or school personnel for the ordinary use of expendable or nonexpendable personal property acquired under Title IV, Part B. However, the public agency may impose the same responsibilities on borrowers for loss, damage, or failure to return as required, as are imposed for similar materials and equipment acquired with non-Federal funds. The disposition of money collected for overdue materials and equipment and the replacement of lost or mutilated items should be governed by local practice.

Inventory

The inventory records must be maintained for the useful life of the materials and equipment. Local methods of inventorying and maintaining records of materials and equipment are subject to the approval of the State Education Department. An item-by-item inventory must be maintained and appropriate provisions for substantiating the inventories by on-site inspection must be made.

Simple and convenient methods for maintaining inventory records and for conducting an inventory are described below:

Inventory Record

- An inventory control card should be maintained for each item of materials and equipment acquired under Part B.

- The descriptive information on the card should include (1) type of material; e.g., film, record, textbook, cassette recorder/player, overhead projector; (2) title of each material item; (3) number of units of each item; (4) serial number of equipment; (5) acquisition date and cost; (6) location; (7) ultimate disposition data.

- For school library resources (materials that have been cataloged), shelf list cards may be used as the inventory control cards, provided that materials acquired under ESEA IV, Part B are distinctly labeled as such.

Inventory Procedure

- All items acquired should be inventoried at least once every two years.

- Inventory control cards should be physically checked against materials and equipment wherever located.

- After all materials and equipment have been checked against the inventory control cards, a summary of items on hand and items missing should be prepared. Such a summary should consist of the total number of items of each type. The summary will then account for all the items acquired under Part B as either on loan, missing, or removed from inventory. The summaries are the official record for accounting purposes.

A control system must be developed and carried out to ensure adequate safeguards to prevent loss, damage or theft of materials and equipment. Loss, damage or theft must be fully investigated and fully documented. The local education agency is responsible for replacing or repairing materials or equipment which is lost, damaged or destroyed due to the negligence of the local education agency.

Fiscal Guidelines

Payment Procedures

A first advance payment, generally 25 percent, is made automatically following the approval of a project application and budget. Subsequent to receipt of the initial advance payment, the local education agency should submit Expenditure Report and Monthly/Quarterly Request for Funds (Form FA-25-AP) to the State Education Department, Division of Educational Finance, Federal Aid Planning and Claims Section. Based upon the data presented on this form, additional funds are provided. The continuous filing of this report is required thereafter for each approved project until such time as the project has terminated or the maximum 90% advance has been attained.

Filing Requirements (FA-25-AP)

Projects $100,000 and Less

Form FA-25-AP should be filed at the end of each calendar quarter beginning with the quarter during which the first advance payment check is received (quarters: July-September, October-December, January-March, April-June).

Projects Greater than $100,000

Form FA-25-AP should be filed at the end of each month beginning with the month during which the first advance payment check is received.

Funds will be advanced via Form FA-25-AP up to a maximum of 90% of the approved project budget or total estimated project expenditures, whichever is less.

Final Project Expenditure Report

Subsequent to the liquidation of encumbrances, or completion of all expenditures pertinent to an ESEA IV Part B project, two completed copies of the Final Project Expenditure Report must be submitted to the Division of Educational Finance, Federal Aid Planning and Claims Section. Each Final Project Expenditure Report will be audited by the Federal Aid Unit and any questions arising from the audit will be presented to the local agency for consideration and response. Based upon the audit findings, the difference between the amount of funds previously advanced and the actual cost of the project will be forwarded to the local educational agency.

Backup documentation (signed claim forms, vendors' invoices, travel vouchers, receipts) is no longer required to be submitted with final claims for reimbursement on a regular basis. Under the conditions set forth below, only the Final Project Expenditure Report will be required for audit purposes.

1. Complete documentation for all expenditures must be retained at the local level and must be made available upon request by the Federal Aid Unit (see following section on Contracts) or an on-site field team.

2. Prior to the submission of the Final Project Expenditure Report all encumbrances must be liquidated. In other words, all bills must be paid.

In summary, local education agencies should submit only the fully completed signed Final Project Expenditure Report unless notified otherwise.

If additional information regarding auditing procedure is desired, please refer to Fiscal Guidelines for Federally Funded Projects, Part B, General Audit Guides. This publication is available from the Division of Educational Finance, State Education Department.

Adjustments

Upon completion and acceptance of the audit of the Final Project Expenditure Report the local agency will be sent a Notice of Final Audit Findings. This notice will indicate the amount of final payment to be made or the amount of overpayment to be returned by the local agency.

Project accounts should not be closed until such action has been taken.

Application - Estimated Budget

A Proposed Budget for Libraries and Learning Resources must be completed and submitted as part of each application for a Part B Grant. The budget and application should be submitted subsequent to the local education agency receiving notification of its allocation.

Local education agencies will not receive payments automatically as a result of a formal notice of allocation.

Issue of Purchase Orders

No purchase orders should be issued, nor encumbrances established, nor commitments for the delivery of services made prior to receipt of written notification from the Bureau of School Libraries that the application has been approved. Subsequent to written notification of project approval, encumbrances may be established and commitments for the delivery of services made through the termination of the applicable fiscal year of the grant (June 30).

Bids may be solicited prior to project approval, but purchase orders or contracts cannot be issued prior to written project approval.

Substitution Procedures

A "replacement" ("substitution") purchase order for school library resources only may be issued or entered into, after June 30 of the applicable fiscal year, but no later than December 31 of such year, if it constitutes one of the following: (1) an order for one or more items which originally were ordered (from the same or a different supplier) on an ESEA IV B purchase order issued no later than June 30 of the applicable fiscal year, or (2) an order for one or more items which are substitutions for one or more respective items of a similar nature which originally were ordered (from the same or a different supplier) on an ESEA IV B purchase order issued no later than June 30 of the applicable fiscal year. All "replacement" purchase orders must be specifically identifiable as such and must be specially reported in the Final Project Expenditures Report.

Contracts, Personal Services, Travel

Contracts will be deemed to be valid for ESEA Title IV B funding if the approval date of the ESEA IV B application coincides with or precedes the date of the contract.

Although the application contains an attachment which indicates the type, cost and duration of services, a copy of the contract must be submitted as soon as possible after project approval to the Division of Educational Finance, State Education Department. The Department will, of course, have the right to finally disapprove such contracts if it finds they are in violation of any regulations or guidelines under which this program is administered.

Local school districts using Title IV B funds to contract with a Board of Cooperative Educational Services must insure that the funds and the proposed activity are approved, in advance, by means of Co-Ser submission. A separate IV B contract must be executed.

Regarding personal services, if an employer/employee relationship already exists, budgeting the extended employment under "contractual services" rather than regular personal services in the IV B project does not obviate the responsibility of the employer to provide benefits.

Budget Amendments

The Part B program operates on the concept of prior approval, All expenditures must have the approval of the Bureau of School Libraries either through an approved project budget or through a project budget amendment if expenditure changes are necessary subsequent to initial project budget approval.

If a local educational agency wishes to make an internal budget change, a "Special Grant Budget Amendment Summary Sheet" (Form FA-10-A) should be submitted to the Bureau of School Libraries seeking prior approval. The FA-10-A must be submitted only if one or more of the following conditions apply:

1. Any increase in the number of and/or change in type of personal services.
2. Any increase and/or change in type of contractual services.
3. Any increase and/or change in purpose of travel.
4. Any increase in number and/or change in type of equipment. This applies to equipment for guidance as well as instructional equipment even though they are budgeted separately.
5. Any increase in a budget sub-total in excess of 10% or $500. All of the Code 200 budget series (school library resources, textbooks, instructional materials and costs of acquisition is considered to be one budget sub-total). Each requested budget increase(s) should show the corresponding offsetting budget decrease(s).

The budget total may not be increased.

All budget amendments should provide detailed information concerning numbers of items to be acquired, unit costs, and dates of service such as are required in the original application.

CHAPTER III
INSTRUCTIONS
FOR COMPLETING THE ESEA TITLE IV B APPLICATION

General

Send six (6) copies of your application, and only three (3) copies of the Nonpublic School Expenditure Request (Form IV B-78 NP) for each participating nonpublic school to:

Bureau of School Libraries
New York State Education Department
Room 676 EBA
Albany, New York 12234

The ESEA IV Part B Application (Form IV-B-78) and the Nonpublic School Expenditure Request (Form IV-B-78-NP) are to be found in the center pages of this Planning Guide. Please duplicate as necessary.

The ESEA IV B application must be received in the Bureau of School Libraries no later than March 31, 1978.

Federal legislation requires that a single application date be established for both Part B and Part C applications. The New York State Education Department is aware that many districts prefer early submission of IV B projects to effect an early release of funds to the district. To accommodate these districts, we encourage the early submittal of IV B applications.

We will approve applications received prior to December 15, 1977 in order of receipt. Early review and approval will permit districts to begin encumbrances immediately on receipt of project approval. All purchase orders for these early applications should be issued by June 30, 1977. Encumbrances for personal services, contractual services and travel may conclude after June 30, 1978.

Applications received after December 15, 1977 will also be reviewed and approved in order of receipt. However, such projects may not begin until July 1, 1978; i.e., no purchase orders issued, no contracts entered into, no services rendered no travel undertaken.

Other applicable dates for both early submittal and carry-over projects are listed on p. 34.

All requested data must be provided on both the application and the required attachments. A letter of declination from any non-participating nonpublic school must be provided.

No ESEA IV B application will be reviewed or approved until the required ESEA Title II and NDEA Title III Final Expenditure Reports for 1974-75 (or earlier) have been submitted to the Division of Educational Finance. Excepted are NDEA III and Unigrant projects which include expenditures for minor remodeling.

One copy of the application must contain the original signature of the chief school administrator.

How to Complete the Application (Public Schools Only)[1]

These directions are keyed to the item numbers on the application form. Pages a1 and a2 contain items common to most State and/or Federally funded programs administered by the Department. Certain questions however may have limited utility for ESEA Title IV B (see specific page instructions for each question). Nevertheless, all items should be completed unless otherwise noted.

Page a3 applies specifically to ESEA Title IV B. Complete all items, indicating "0" or "not applicable" where appropriate.

Item #1 - This shaded area is for Department use only. Do not fill in any information in the shaded area.

Item #2 - Project Title: Enter a brief title of this project or program only if one is used or available.

Item #3 - Complete all information as required. Enter the numbers of all Congressional districts which, in whole or in part, are located within your school district. (You may inquire at your local Board of Election as to what your congressional district numbers are.)

Item #4 - Enter all information required.

Item #5 - Place a check (✓) in the appropriate box that best describes the recipient agency. If none seem applicable place a check (✓) in the box labeled Other.

Item #6 - Beginning and ending date of project will be entered by the Bureau of School Libraries.

Item #7 - Enter the total amount of Federal Funds applied for in the proposed budget. Indicate to the nearest whole dollar. Do not use decimal points or commas; i.e., $67,542 should be entered as follows $| 6 | 7 | 5 | 4 | 2 |

Item #8 - Place a check (✓) in as many boxes as apply if no direct services are involved in this project. (By direct services is meant a traditional teacher/student relationship; i.e., classroom situation, tutoring, etc.)

Item #9 - A formal assessment is not required in order to answer this item. If a conscious effort was made to determine the need for this project being applied for, indicate when; i.e., 1978 - | 1 9 7 8 |.

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[1] Nonpublic Schools. See p. 32, Nonpublic School Expenditure Request.

Item #10 - Self Explanatory

Item #11 - Include all separate buildings in which project activities will take place, whether those buildings are owned or rented by the LEA, or privately owned (such as nonpublic schools).

Item #12 - Place a check (✓) before each purpose for which there is a proposed expenditure in the application.

Item #13 - Place a check (✓) before the enrollment group which reflects the total public and nonpublic enrollment under the jurisdiction of this agency.

Item #14 - For each of the purposes listed indicate the number of public and the number of nonpublic school pupils benefitting from expenditures. The number of pupils participating may be duplicated; for example, a career education project for 100 tenth grade pupils may involve expenditures for school library resources, instructional equipment, and guidance materials. In that case 100 pupils would be indicated in each of these three purposes.

Item #15A. Indicate the number of guidance counselors in full-time equivalents[1] who will be paid from the Part B funds requested in this project. Those serving only public school pupils should be shown in the appropriate elementary or secondary space provided. Those serving nonpublic school pupils exclusively should be shown in the appropriate elementary or secondary spaces provided. Guidance counselors serving both public and nonpublic school pupils should be shown in the appropriate elementary or secondary space provided. Provide totals.

B. Indicate the number of pupils served by guidance counselors paid with Part B funds requested in this project, identifying them as serving elementary public school pupils, elementary nonpublic school pupils, secondary public school pupils, or secondary nonpublic school pupils.

Provide the total number of pupils served in public schools and the total number of pupils served in nonpublic schools.

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[1] A Full-time Equivalent equals one person hired on a full-time basis for the entire school year. A person hired on a full-time basis for a portion of a school year should be entered as that percentage of a full-time equivalent. All other personnel should be apportioned accordingly; e.g., a person hired on a full-time basis for ½ of the school year should be entered as .50 FTE. A person hired on a half-time basis for ½ of a school year should be entered as .25 FTE.

Item #16 - Provide the expenditure from local funds for each category for each of the years indicated. Include only those expenditures eligible under ESEA IV B. See p. 8 for eligible and ineligible expenditures.

Provide totals for each year. Enter the enrollment for each year. Divide the total expenditure by the enrollment for each year to determine the per pupil local expenditures for IV B purposes.

Item #17 - Provide a statement of the policies and procedures which will govern the accessibility of services, materials, and equipment to nonpublic school pupils. The statement should indicate the length of loan, the renewal policy, and the availability of a nonpublic school pupil and teacher roster documenting the loan of materials and equipment to nonpublic school pupils and teachers on an individual basis.

Where personnel services are provided for nonpublic school pupils, the statement should indicate the time of occurrence of such services.

Item #18 - Describe completely the plans for improved or expanded facilities, in sufficient detail to clearly indicate what operations are to be performed. Indicate clearly the relationship between minor remodeling requested and the effective use of equipment and materials acquired with Part B funds.

Attach a floor plan (one for each copy of the application). Minor remodeling expenditures of $5,000 or more and/or minor remodeling affecting the health and safety of students must bear the seal and signature of a licensed architect or engineer.

Remodeled facilities must be accessible to and useable by handicapped persons.

Item #19 - Overview. Respond to Item #19 only if the total allocation, including benefits for nonpublic school pupils, is less than $3,000. The overview should be a clear, concise statement which summarizes: (1) the needs of children in the district which will be addressed with IV B funds; (2) the activities which will be conducted to meet those needs; (3) what will be accomplished as a result of using IV B funds; (4) the significance to your district of the proposed project.

You are encouraged to limit your statement to 350 words.

Item #20 - Planning. Respond to Items #20-24 if the total IV B allocation, including benefits for nonpublic school pupils, is $3,000 or more.

In responding to Item #20 briefly summarize the sequence of events that occurred in developing the project proposal. Describe the agencies, groups and/or individuals who participated in those events, including roles, responsibilities, and contributions of these participants for each step in the process. A discussion of the results of the steps in the planning process should be included.

Item #21 - Needs. Describe the educational needs addressed by the IV B project. Include information on how these needs were determined. A discussion of why these needs were given priority over other needs should include a comparison among all areas eligible for funding under IV B.

Needs statements should discuss the status of educational conditions in your district. The most reliable statements of need are those which are determined from data that are collected in a systematic way. Avoid stating needs in broad, general terms and avoid making statements that rely heavily or exclusively on purely subjective assessments of conditions.

Item #22 - Objectives. Report the proposed objectives to be achieved by the IV B project. Each objective should be directly related to a statement(s) of need(s) reported in Item #21.

Objectives for ESEA IV B projects may be of two types: 1) performance or behavioral objectives which relate to changes in student performance or student behavior and 2) instrumental objectives which relate to changes in existing conditions in the district, i.e., changes in programs, procedures, classroom settings or behavior of people in the district other than students (e.g., teachers, principals).

In most instances, it is desirable to state objectives in terms of changes in student performance or behavior. Performance objectives should include: 1) measurable (%) identification of learner(s), 2) what the learner(s) will be able to do as a result of conducting certain activities. What the learner will be able to do should be identified as an observable performance or behavior, 3) time variable, 4) criterion of success. An example of a performance objective is:

> By June 30, 1978 students who have participated in the career guidance project will list on a teacher-prepared test entry level skills as specified by the Occupational Outlook Handbook for three jobs related to their area of highest interest on a job interest inventory.

Additional guidance in the preparation of performance objectives may be obtained from the publication Preparing Program Objectives, available from the Bureau of School and Categorical Programs Evaluation, New York State Education Department.

In some cases, needs of a Title IV B proposal may be expressed in terms of existing conditions in the district which must be changed before performance objectives or student related outcomes can be achieved. Objectives which deal with changes in such conditions (the behavior or knowledge of teachers, type of books in the library) are instrumental to students' learning. An example of an instrumental objective stated in measurable terms is:

> By February 1, 1978, the school librarians of the Anywhere School District will provide the District Metric Education Committee with printed and audiovisual materials for use in the development of a K-12 metric education curriculum. Minutes of the Committee will indicate receipt of the materials.

Whenever the objectives of a project are stated as instrumental objectives, the applicant must provide additional data which will indicate the impact of these objectives on the educational program of the school, and how they will ultimately be instrumental in the attainment of measurable student performance objectives:

> By June 30, 1980, 75% of the students of the Anywhere School District will indicate through a district prepared survey that they have used the metric education curriculum materials.

Item #23 - Activities. For each objective listed in Item #22, list the activities which will be undertaken to achieve it. Activities should be listed in sequence or ordered in accordance with the date of accomplishment. Include, where possible, reference to persons responsible for carrying out the activities. Identify the building(s) where the activities will occur.

Item #24 - Evaluation. Describe how the extent of achievement of each objective will be determined. The description should include: (1) a discussion of the methods or procedures which will be used to collect evaluative data on the achievement of each objective, (2) a discussion of how the implementation of the activities to accomplish each objective will be monitored and (3) dates when the evaluative data will be collected (e.g., dates of test administration, surveys conducted).

Finally, discuss how the data collected through this evaluation will be used by the district in making future program related decisions.

ESEA IV B Proposed Budget

It is important that the chapter on Eligible and Ineligible Expenditures be carefully reviewed prior to completing the Proposed Budget. Applicable definitions and limits are detailed in that chapter.

All dollar amounts should be rounded off to the nearest whole dollar. Budgeted amounts should not exceed total of any lists or schedules provided. Equipment lists may exceed budgeted total. See p. 28.

Code 230 School Library Resources

Enter the total proposed expenditure for all public schools participating in the project for each category of materials in the appropriate space under public schools. Provide the public school total for all categories of material.

Provide the total nonpublic school expenditure request for each material category for all participating nonpublic schools. Provide the nonpublic school total for all categories of material.

Add the total amount spent for each category of material for public school pupils and nonpublic school pupils and provide the totals in the spaces provided.

Code 241 Costs of Acquisition

Ordering, and cataloging and processing costs for school library resources may be charged to the IV B budget. Districts may elect to absorb these costs locally thus providing additional funds for the acquisition of school library resources. Up to 2% of the cost of school library resources may be used for ordering costs. Up to 20% of the cost of school library resources may be used for cataloging and processing costs. (See p. 14 for definitions.)

The public agency may without prior consultation with nonpublic school officials, retain up to 2% of the private school share for the performance of ordering services. Up to 20% of the nonpublic school share may be retained for the performance of cataloging and processing services.

Enter in the spaces provided the amount to be expended for ordering and for cataloging and processing for all public schools and for all nonpublic schools. Provide the total ordering costs and the total cataloging cost for public and nonpublic schools. Provide the total cost of acquisition for public schools. Provide the total costs of acquisition for nonpublic schools.

Add the total public and nonpublic school expenditures for school library resources and the total public and nonpublic school costs of acquisition and provide the total budget amount for school library resources.

Code 220 Textbooks

Enter in the space provided, the anticipated expenditure for public school pupils. Enter in the space provided, the anticipated expenditure for nonpublic school pupils. Provide totals as indicated.

Code 241 Ordering

Up to 2% of the expenditure for textbooks may be charged to the IV B budget for ordering costs. The public agency may, without prior consultation with nonpublic school officials, retain up to 2% of the nonpublic school share for the performance of ordering services.

Enter the amount to be expended for ordering costs for public schools and the amount to be expended for nonpublic schools. Provide the total for ordering costs.

Add the total public and nonpublic amount for textbooks and the total public and nonpublic amount for ordering and provide the total amount budgeted for textbooks in the space provided.

Code 240 Instructional Materials

Enter in the space provided the anticipated expenditure for instructional materials for public school pupils. Enter in the space provided the anticipated expenditure for instructional materials for nonpublic school pupils. Provide total for materials.

Code 1230 Instructional Equipment

Each item of instructional equipment to be acquired with IV B funds must have prior approval by the State Education Department. A list of all equipment items to be acquired must be attached to each copy of the application.

Schools may elect to submit for prior approval a listing of proposed equipment acquisitions whose aggregate cost is somewhat in excess of the actual Code 1230 expenditure reported on pages 9 and 11 of the application. Should unanticipated savings subsequently be realized, districts would, by this means, have on hand additional approved equipment items against which to encumber the unused equipment funds, up to the total reported on pages 9 and 11. This procedure precludes the need to submit budget amendments for prior approval of additional equipment items. Lists containing supplemental items should not exceed by more than 25% the total equipment expenditure reported on pages 9 and 11. Adhere to the following format in listing equipment items, organizing first by school as indicated.

Public Schools Expenditures:

School	Instructional Area(s)	Description	Quantity	Unit Cost	Expenditure
Gotham H.S.	Natural Science	Stroboscope	(1)	$ 375.	$ 375.
Lincoln H.S.	Social Studies	Microfilm Reader-Printer	(1)	1825.	1825.
					$ 2200. Subtotal

Nonpublic Schools Expenditures:

School	Instructional Area(s)	Description	Quantity	Unit Cost	Expenditure
Holy Name	Reading	Study Carrels	(3)	$ 72.	$ 216.
Yeshiva	Mathematics	Hand Calculators	(6)	15.	90.
					$ 306. Subtotal

$ 2506. Total

Nonpublic school officials should prepare their list of instructional equipment in the same format. In this way, nonpublic school attachments may simply be added to the public school list and attached to the IV B application. Each nonpublic school attachment should be identified with the name of the school. The attachments for each copy of the application must represent both public and nonpublic school expenditures. It is not sufficient to have the nonpublic school attachment included only in the Nonpublic School Expenditure Request.

The total amount for materials for public schools should be entered in the appropriate space on the application form. The appropriate amount for materials for nonpublic schools should be entered in the appropriate space on the application. The total amount for equipment should be similarly entered on the application for public schools and for nonpublic schools. A total for all materials, public and nonpublic is entered in the totals column. A total of all equipment expenditures, public and nonpublic, is entered in the totals column.

Code 241 Ordering

Up to 2% of the cost of materials and equipment may be charged to the IV B budget for ordering costs. The public agency may, without prior consultation with nonpublic school officials, retain up to 2% of the nonpublic school share for the performance of ordering services.

Enter the amount budgeted for ordering instructional materials and equipment for public schools. Enter the amount budgeted for ordering for nonpublic schools. Provide the total budgeted amount for ordering. Add the total amount for materials, the total amount for equipment, and the total amount for ordering and provide the total amount for the acquisition of instructional materials and equipment in the space provided.

Code 1220.3 Minor Remodeling - Public Schools Only

In the spaces provided, enter the name of the contractor for each of the three trade categories together with the cost of labor and the cost of materials for minor remodeling. In the total column provide the combined labor and material cost for a total of each of the trade categories.

Total the minor remodeling expenditures and enter them in the space provided for total minor remodeling.

Guidance and Counseling

Expenditures for programs of guidance and counseling require prior approval by the State Education Department.

The basic consultant fee is $100.00 per day. Only under unusual circumstances will a higher fee be approved by the State Education Department. The consultant fee does not include travel.

Travel rates used shall be those which have been formally established by the local school district which hires the consultant. This rate is also applicable to school district personnel traveling under IV B funds. In the absence of a formally established rate, reimbursement shall be at State rates. Travel shall be defined to include transportation, food and lodging.

It is necessary to provide attachments for the following expenditure categories: equipment, salaries, contractual services, and travel. Please adhere to the following formats for attachments for each expenditure category.

1230 Equipment

Description	Quantity	Unit Cost	Expenditure
Filmstrip Previewer	2	$ 34.00	$ 68.00

310 Salaries for Guidance and Counseling

Professional Certified Guidance Personnel

Specific Position Title	Estimated Number Total	FTE	Inclusive Dates	Salary
Director of Guidance	1	1	Sept. 1978-	$ 18,000
Guidance Counselor	1	.5	June 30, 1979	$ 5,000

Non-Professional Guidance Personnel

Specific Position Title	Estimated Number Total	FTE	Inclusive Dates	Salary
Secretary	1	1	Sept. 1978-	$ 5,200
Aide	1	740 hrs. @$2.75/hr.	June 30, 1979	$ 2,035

320.4 Contracted Services

Purpose	Per Diem Rate (if consultant)	Inclusive Date	Total Amount of Contract
Consultant for Workshops	4 days @$100/day	April 1- May 31, 1978	$ 400.00
Guidance Information System (BOCES)		Sept. 1, 1978- June 30, 1979	1,500.00

320.2 Travel Expenses

Position of Traveler	Destination	Purpose	Expenditure
Guidance Director	Albany, N.Y.	SED-sponsored planning workshop for Guidance Directors (May 1978)	$ 75.00

Nonpublic school officials should provide attachments in the same format. If this is done, nonpublic school attachments may simply be attached to the IV B application. Each nonpublic school attachment should be identified with the name of the school. The attachments for each copy of the application must represent both public and nonpublic school expenditures. It is not sufficient to have the nonpublic school attachment included only in the Nonpublic School Expenditure Request.

Totals for guidance and counseling expenditures should be entered in the spaces provided for public schools and for nonpublic schools.

Your attention is directed to Code 241 Ordering. Please review the instructions for charging Ordering Costs under Instructional Materials and Equipment. Ordering costs may only be charged to materials and equipment.

Provide a total for each category of expenditure and an all inclusive total for all guidance and counseling expenditures.

Testing

All expenditures for testing must have prior approval from the State Education Department. Therefore, attachments are required. Please refer to the attachment examples provided for Guidance and Counseling for the appropriate format. Enter the proposed expenditure for each expenditure category for public schools and for nonpublic schools. Provide the total for each expenditure category. Add the totals of the expenditure categories to derive a total expenditure for Testing.

Project Operational Budget Summary

Provide the totals for each category of expenditure in the spaces provided.

Please note that Costs of Acquisition, Code 241, must be picked up from school library resources, instructional materials and equipment, guidance materials and equipment, and testing materials and equipment. The total of all costs of acquisition expenditures should be entered.

Contracted services and travel may appear with guidance and/or testing expenditures and should be totaled for the Summary.

Equipment expenditures for instructional equipment, guidance equipment and testing equipment should be totaled and entered in the Summary.

Provide totals for professional salaries, for nonprofessional salaries, for contracted services, for travel, and for "other."

Provide Grand Total for project. This amount may not exceed the ESEA IV B allocation.

Chief School Administrator's Certification

The original signature of the chief school administrator is required on at least one copy of the application.

The chief school administrator should carefully read the certification statements.

Enter the date that the district's assurance of compliance with Title VI of the Civil Rights Act was filed with the State Education Department.

Please type the name and title and the date the application was signed in the spaces provided.

Nonpublic School Expenditure Request

The instructions for completing the Nonpublic School Expenditure Requests are the same as for completing the application except that only individual nonpublic school data is to be provided.

Variations in public agency administration of ESEA IV B benefits for nonpublic school pupils may require modification of instructions for completion of the Nonpublic School Expenditure Request. It is expected that public agencies will provide their own nonpublic schools with appropriate instructions for completing the Nonpublic School Expenditure Request.

All attachments to the Nonpublic School Expenditure Request must be identified with the name of the requesting school.

"Before Filing" Checklist

The following checklist is based on some common errors. Please review carefully to avoid delay in application approval.

1. Have six copies of project application been submitted?
2. Have three copies of the Nonpublic School Expenditure Request form been included for each nonpublic school? If a nonpublic school is not participating in the project, is a letter of explanation enclosed?
3. Has all the required information, including lists and schedules, been provided on or with the application? Enter "none" or "zero" where applicable.
4. Has the Chief School Officer's original signature been provided?
5. Have local loan procedures to nonpublic school pupils been explained fully?
6. Is it understood by the local officials that no purchase orders can be issued nor contracts entered into prior to written approval of the application?
7. Is each copy of the grant application legible?
8. If minor remodeling is requested, have floor plans been included?
9. Have all financial and statistical sections of the application been checked for mathematical accuracy?

Dates

All ESEA IV B applications must be received no later than March 31, 1978. Applications received after this date will not be accepted for review.

The following dates will apply for projects received prior to December 15, 1977:

Encumbrances

June 30, 1978	Original purchase orders
December 30, 1978	Substitute purchase orders for school library resources (Code 230) only

Expenditures

June 30, 1979	Final Report of Project Expenditures (FA-10-F-IV B)

Budget Amendments

May 15, 1978	Receipt of budget amendments (FA-10-A)

The following dates will apply for projects received after December 15, 1977 but no later than March 31, 1978.

Encumbrances

July 1, 1978- December 30, 1978	Original purchase orders
December 30, 1978	Substitute purchase orders for school library resources (Code 230) only

Expenditures

September 30, 1979	Final Report of Project Expenditures (FA-10-F-IV B)

Budget Amendments

November 1, 1978	Receipt of budget amendments (FA-10-A)

CHAPTER IV
STANDARDS
FOR
SCHOOL LIBRARY RESOURCES, INSTRUCTIONAL MATERIALS AND EQUIPMENT, AND TESTING, GUIDANCE AND COUNSELING SERVICES

Introduction

As schools and school districts plan for the improvement of instruction through the process of developing goals,[1] identifying local needs and objectives, determining appropriate activities and the resources for implementing them, and planning for evaluation, assistance will be rendered them at critical points by Title IV, Part B of the Elementary and Secondary Education Act. This part of the Act provides for students and teachers in public and nonpublic elementary and secondary schools 1) school library resources, textbooks and other printed and published instructional materials; 2) instructional equipment and minor remodeling; and 3) testing, guidance and counseling services.

To assist local districts in planning for quality programs, Bureaus and Units of the State Education Department have condensed the most significant considerations for the selection of resources and equipment in their areas. The Bureaus of Guidance and School Libraries have similarly outlined the prime characteristics of effective programs.[2] For additional assistance in planning for a specific area, please contact the appropriate Bureau or Unit listed on the next page.

The dissemination of these Standards serves to fulfill the following requirement of the Act:

> "Sec. 134.81. The State educational agency shall develop standards which may be used by local educational agencies in acquiring expendable and non-expendable personal property (as defined in Sec. 100.1 of this chapter) of appropriate quality and in appropriate quantities."

The main purpose of standards in these programs is to establish qualitative and quantitative measures which will set minimum levels below which educational programs cannot be effective, and which will stimulate efforts to go beyond minimum levels to achieve excellence in educational opportunity. It is essential that local personnel responsible for Title IV, Part B program planning consider the educational objectives for each program and the extent to which they are attainable when making determinations as to the quantity, quality, and adequacy of the various elements.

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[1] Goals for Elementary, Secondary and Continuing Education in New York State. State Education Department. 1974.

[2] The listing of an item as a significant component of a good program in any of these areas does not necessarily connote eligibility for purchase under ESEA IV, Part B.

For further assistance from the State Education Department, contact the appropriate unit:

Bureau or Unit	Room	Telephone Number Area Code 518
Agricultural Education	1623 TT	474-3947
Art Education	685 EBA	474-5932
Bilingual Education	308 EB	474-8775
Business Education	1615 TT	474-4802
Distributive Education	1615 TT	474-5647
Drug Education	228 ELK	474-1492
Educational Communications	325 EB	474-5825
English Education	680 EBA	474-5608
Foreign Languages Education	323 EB	474-5927
Guidance	331 ELK	474-6943
Health Education	233 ELK	474-1491
Health Occupations Education	1621 TT	474-1711
Home Economics Education	1621 TT	474-3954
Humanities Education	679 EBA	474-7810
Industrial Arts	1619 TT	474-8023
Mathematics Education	306 EB	474-5931
Music Education	681 EBA	474-5933
Physical Education	312 EB	474-5832
Reading Education	660 EBA	474-5029
Safety Education	301 EB	474-6845
School Libraries	676 EBA	474-2468
Science Education	302 EB	474-7746
Social Studies Education	322 EB	474-5978
Trade and Technical Education	1621 TT	474-3973

GUIDANCE AND COUNSELING SERVICES

The schools of the State should provide testing, guidance and counseling services which will aid pupils:

(1) To make plans for their future in and out of school
(2) To learn to identify and understand their values and how these values affect their lives
(3) To secure appropriate jobs or educational training
(4) To get along with people
(5) To learn personal planning and problem-solving skills useful in their present and future situations
(6) By helping teachers and parents understand the needs of individual pupils so that they can provide the most effective instruction
(7) By helping administrators, Boards of Education, and community understand the needs of groups of pupils so that they can plan the best use of school resources

The federal guidelines for ESEA IV, Part B state that " 'testing' and 'counseling' usually are regarded as two functions of a total guidance program."

It is recommended that the testing portion of such programs should include two standardized tests of ability and two of achievement at each level, K-6 and 7-12. Of these, one test of ability and one test of achievement should be included at the junior high school level.

It is recommended that the guidance and counseling activities include a well-rounded program of those outlined below, with varying emphases appropriate to the different educational levels. A full and effective program of activities is the goal at all levels.

All career guidance programs have one main purpose even though they provide a variety of services to pupils. This purpose is to help all pupils develop and acquire the skills, abilities, knowledge, and attitudes necessary to plan for their futures. This plan for the future, or individual life career plan, builds upon the strengths exhibited in each pupil's educational progress, and encourages all pupils to develop at their most comfortable rate. Career guidance is demonstrated strongly and clearly when each pupil has devised his own personal life career plan.

To accomplish the above goals, guidance programs should provide:

(1) PROGRAM DIRECTION

Administrative or supervisory direction is needed to operate a kindergarten through grade 12 career guidance program of services for all pupils. This direction provides an opportunity for all contributors to the career guidance program (guidance personnel, administrators, teachers, parents, pupil services staff, and community agencies) to combine and coordinate their efforts. The program thus insures the provision of educational experiences, each building upon previous events, to help the pupil move forward. To make sure that these efforts are effective, they are measured at agreed-upon checkpoints.

(2) PUPIL PROGRESS

A guidance program includes activities to help pupils in the regular program move easily from grade to grade, from one school to another, from school to work, and from school to further education and training. It provides special help to pupils who enter the school and to pupils who go to unusual inschool and out-of-school situations. It offers specific help to pupils who drop out of school. Some activities offer information, but many involve counseling and teaching.

(3) TESTING AND INDIVIDUAL UNDERSTANDING

The career guidance program through various types of testing, recognizes individual pupils' learning capacity and charts their actual school progress. It makes this information understandable and useful for pupils, teachers, parents, administrators, and other pupil personnel services staff. It compiles the data in a way that helps pupils learn more about themselves. It assists pupils to see the relationship of this knowledge about themselves to career opportunities and requirements. The testing program supplies general information to the school so that it can better meet the needs of all pupils.

(4) INDIVIDUAL AND GROUP COUNSELING

The counselor's primary method to help pupils learn is through individual and group counseling. A counselor aids pupils in the learning and growth process through a step-by-step approach. This approach helps pupils (1) clarify their problem, (2) explore the resources and talents they have at their disposal to solve the problem, (3) analyze alternative solutions, and (4) determine a course of action. Pupils come to counselors by referral and on their own initiative to receive assistance.

(5) CAREER INFORMATION

Career information is widespread. Job opportunities, educational opportunities, occupational requirements, and trends are all important categories of information available to pupils, parents, and teachers at every school level. Guidance organizes this information into a program that helps pupils use it to develop and carry out their long-range life career plans. These plans take into consideration the life style of workers, attitudes toward work and leisure, and how pupils view themselves in careers. Career planning includes not only the pupil's educational and vocational goals, but concerns of a personal, social, and emotional nature as well.

(6) EDUCATIONAL PROGRAMMING

Guidance assists pupils to select the best possible inschool program while it helps them to develop career and educational plans. It monitors the progress of pupils in programs so that appropriate help can be offered to enable them to take fullest advantage of their educational opportunities. It also aids pupils to secure college and job placements, assists them to obtain part-time jobs, and helps them when they select extra class and fun activities and optional school subjects.

(7) CONSULTATION

The guidance program is available to provide consultation to parents and school staff about ways to work with and understand an individual pupil's behavior and learning characteristics. In addition, referrals are suggested to community agencies when this is in the best interest of the pupil.

(8) NEEDS ASSESSMENT

Guidance collects and reviews information about the needs of pupils, teachers, and parents. Guidance then aids to relate this information to the school program and helps in revisions, if necessary. It evaluates its own activities through the use of professionally accepted methods. It collects and analyzes information about the progress of pupils and graduates and interprets the significance of this information to the school and community.

Activities in a life career guidance program are not offered by the counselor alone. Everyone in the school has responsibilities to assist pupils in career development.

School administrators have primary responsibility for the development and maintenance of an adequate career guidance program. Their understanding and support of the program will largely affect its extent and effectiveness. They must see that adequate personnel and facilities are available and that guidance aims and needs are interpreted to staff and to the community in order to gain support.

The teacher supplies data about pupils and uses information received from the guidance program to adjust teaching to individual pupils. The teacher works directly in many career guidance activities when they involve groups. Teachers supply the broad support base for the program which is necessary to serve the needs of all pupils.

The guidance counselor provides direct leadership, planning, and coordination for the complete career guidance program and is the frontline worker in the program. The counselor helps in the development of the career guidance program, offers suggestions for school curriculum and program changes, and helps in the development of new curriculum. Guidance personnel work with pupils both individually and in groups. They help pupils develop skills in the key concepts of:

(1) Data gathering (ability to gather and use information about career opportunities and alternate career plans)

(2) Self-understanding and understanding of others (ability to recognize differences and similarities in self and others)

(3) Value clarification (ability to recognize one's values and their effect on personal behavior)

(4) Problem solving and decision making (use of knowledge and skills to choose between alternatives)

(5) Personal planning (development of plans for the present and future, in and out of school)

Through counseling they help pupils apply the skills and knowledge taught in the guidance curriculum to present and future situations. One way in which the success of a guidance program can be measured is the degree to which pupils are able to use what they have learned in past situations to solve problems which arise in the future. In short, the best guidance program is the one that becomes so much a part of a pupil's thinking that the need for continual outside help is steadily reduced.

The pupil services team (guidance counselors, school social workers, school psychologists, school attendance teachers, and school nurse-teachers) helps to identify, interpret, and meet the needs of pupils. In addition to direct assistance to pupils when these needs are identified the team provides information and insights helpful to plan and evaluate the school's program. It is important that all members of the pupil services team understand the objectives of each service in the team. In this way, they are able to work together efficiently for the good of the pupil.

Supportive guidance personnel (e.g., guidance aides, paraprofessionals) assist the professionally trained staff. Under supervision, they do many of the routine and semi-professional tasks to free the counselor to work with pupils. The number of supportive personnel required is determined after a study of the needs in each school district.

Secretarial assistance is necessary to the efficient functioning of a program. A secretary-receptionist, available for the full school day in each guidance office, also frees the counselor to work more directly with pupils and others within the school and community.

To accomplish the activities in a total career guidance program, professional guidance staff is required. The actual number will vary due to local conditions, the needs of pupils, and the degree to which the community desires to implement the program. Past experience indicates that in the typical elementary school one full-time counselor is needed to carry out a full program. In the junior, middle, and high school, counselors are most effective when available in proportion to the instructional staff, one counselor for each 12 to 17 classroom teachers, for example. This proportion assumes that adequate clerical and other supportive services are provided and that unusual pupil conditions do not exist (i.e., very high bilingual population, disadvantaged population, extreme mobility).

Facilities, equipment and materials needed to carry on the various program activities include: appropriate space for individual counseling and group counseling or group guidance; a library or media center for collecting, storing, displaying, and using educational, occupational, and other career related information and materials; equipment to house pupil cumulative records and guidance forms and testing materials and equipment.

Please return 6 copies to:

Bureau of School Libraries
State Education Department
Albany, New York 12234

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Humanities and Arts Education
Bureau of School Libraries
Albany, New York 12234

BASIC PROJECT IDENTIFICATION DATA: ESEA Title IV Part B (Libraries and Learning Resources)

1.

for SED use only

PROJECT REVIEW AND APPROVAL

SED Project Number ☐☐☐☐☐☐ ☐☐ ☐☐☐ ☐☐
1 13

Name ____________________ **Title** ____________________
Authorized Signature

Total Amount Approved: F.Y. Ending Sept. 30, 1978
(Last digit must be in far right box)

$ ☐☐☐☐☐☐☐☐ **Date Approved: Mo.** ☐☐ **Day** ☐☐ **Yr.** ☐☐
14 21 22 23 24 25 26 27

PLEASE COMPLETE ALL ITEMS BELOW

2. Project Title ____________________

3.
1. **Local Educational Agency** ____________________ **Congressional District(s) #** __________
2. **Name of Chief School Officer** ____________________
3. **Address** ____________________
Street City Zip County

4.
Director and/or Coordinator of Project or Contact Person
1. **Name** ____________________ **Title** ____________________
2. **Address** __________ __________ **Phone** (   ) __________
Street City Zip Area Code Number Ext.

5.
Indicate the type of agency receiving the Grant. (Check one box only).

- ☐ 28 Public School District
- ☐ 29 BOCES
- ☐ 30 Nonpublic School
- ☐ 31 College or University
- ☐ 32 Education Department
- ☐ 33 Department of Mental Hygiene
- ☐ 34 Division for Youth
- ☐ 35 Corrections Department
- ☐ 36 Health Department
- ☐ 37 Other

0 1
79 80

6.

Beginning Date of Project ☐☐ / ☐☐ / ☐☐ 14 Mo. 15 16 Day 17 18 Yr. 19

Ending Date of Project ☐☐ / ☐☐ / ☐☐ 20 Mo. 21 22 Day 23 24 Yr. 25

7.

Total Federal Funds applied for in Proposed Budget (Total Project Budget). (Last digit must be in far right box).

$ ☐☐☐☐☐☐☐☐
26 33

8.

If no Direct Services are involved in this project indicate the type of project below. (check (✓) as many boxes as applicable).

☐ 34 Managerial and/or Administrative Budget
☐ 35 Inservice Education
☐ 36 Search and Find
☐ 37 System (i.e., SEIMC, NYSCC)
☐ 38 Curriculum Development
☐ 39 Planning
☐ 40 Materials and Equipment
☐ 41 Evaluation
☐ 42 Guidance and Counseling
☐ 43 Other

9.

Indicate the year in which a needs assessment was completed for this project.

1 9 ☐☐
44 47

10.

Is this a cooperative project with another LEA? (Check one box only)

☐ 48 Yes ☐ 49 No

11.

Indicate the number of project sites (buildings). (Last digit must be in far right box).

☐☐☐
50 52

0 2
79 80

a2

12. **Indicate the Part B component(s) applied for by placing a check (✓) in the appropriate boxes. (Check (✓) as many boxes as applicable.**

☐ 14 School Library Resources
☐ 15 Instructional Materials and Equipment
☐ 16 Guidance and Counseling
☐ 17 Textbooks
☐ 18 Minor Remodeling
☐ 19 Testing

13. **Indicate the range of the combined Public and Nonpublic Enrollment. (Check (✓) one box only.)**

☐ 20 Under 599 Pupils
☐ 21 600 to 4,999 Pupils
☐ 22 5,000 and Over Pupils

0 6
79 80

14. **Number of participants (duplicated count) receiving the following Part B services by Type of Institution)**

Institution Type	School Library Resources	Textbooks	Inst. Materials and/or Equipment	Minor Remodeling	Guidance & Counseling (Materials & Equip. Only)	Testing
Public	14 18	19 23	24 28	29 33	34 38	39 43
Nonpublic	44 48	49 53	54 58	59 63	64 68	69 73

0 7
79 80

15. **A. Number of Guidance Counselors (FTE*) paid from Part B funds serving pupils by Type of Institution and level of instruction.**

Type of Institution	Elementary	Secondary
1. Public Schools Exclusively	14 17	18 21
2. Nonpublic Schools Exclusively	22 25	26 29
3. Shared Services by Both Public & Nonpublic Schools	30 33	34 37
4. Total (All 1, 2 and 3)	38 41	42 45

B. Number of Pupils served by the Guidance Counselors indicated in Item 15 (A) above by Type of Institution and level of instruction

Type of Institution	Elementary	Secondary
1. Public Schools	46 50	51 55
2. Nonpublic Schools	56 60	61 65
3. Total (Add 1 and 2)	66 70	71 75

0 8
79 80

16. **Maintenance of Fiscal Effort - Public School District Only (Include State and/or local expenditures for materials, equipment and services eligible under Title IV Part B.) (Indicate to the nearest whole dollar only.)**

Type of Expenditure	1975-76 Expenditure	1976-77 Expenditure
1. School Library Resources	14 $ 19	20 $ 25
2. Textbooks	26 $ 31	32 $ 37
3. Instructional Materials and Equipment	38 $ 43	44 $ 49
4. Guidance and Counseling		
A. Professional Salaries	14 $ 19	20 $ 25
B. Nonprofessional Salaries	26 $ 31	32 $ 37
C. Other	38 $ 43	44 $ 49
5. Testing	50 $ 55	56 $ 61
6. Total (Add Items 1, 2, 3, 4 & 5)	14 $ 19	20 $ 25
7. Enrollment (Public School District Only)	26 31	32 37
8. Per Pupil Expenditure (Item 6 ÷ Item 7)	38 $ 43	44 $ 49

0 9
79 80

1 0
79 80

1 1
79 80

* F.T.E. - Instruction for calculating Full Time Equivalents (FTE) is found on Page 23 of your PLANNING GUIDE ESEA IV PART B LIBRARIES AND LEARNING RESOURCES 1977-78.

17. Participation of nonpublic school pupils

18. Minor Remodeling

Answer only question 19 if IV B allocation is less than $3000

19. Overview

Answer questions 20-24 if IV B allocation is $3000 or more

20. Planning

21. Needs Assessment

22. Objectives

PROJECT DESCRIPTION (continued)

23. Activities

24. Evaluation

ESEA IV B Proposed Budget

Code 230 School Library Resources

	Public Schools	Nonpublic Schools	Totals
Books	$	$	$
Audiovisual Materials	$	$	$
Periodicals	$	$	$
Other Printed Materials	$	$	$
Totals	$	$	$

Code 241 Costs of Acquisition

	Public Schools	Nonpublic Schools	Totals
Ordering (2% of Code 230)	$	$	$
Cataloging (20% of Code 230)	$	$	$
Totals	$	$	$

TOTAL School Library Resources $__________
(Code 230 plus 241 above)

Code 220 Textbooks

Code	Public Schools	Nonpublic Schools	Totals
Textbooks	$	$	$

Code 241

	Public Schools	Nonpublic Schools	Totals
Ordering (2% of Code 220)	$	$	$

TOTAL Textbooks $__________
(Code 220 plus 241 above)

Instructional Materials and Equipment

Code	Public Schools	Nonpublic Schools	Totals
240 Materials	$	$	$
1230 Equipment (attach list)	$	$	$

Code	Public Schools	Nonpublic Schools	Totals
241 Ordering (2% of Code 240 plus 1230)	$	$	$

TOTAL Instructional Materials and Equipment $__________
(Code 240 plus 1230 plus 241)

Code 1220.3 Minor Remodeling - Public Schools Only

(Include only minor remodeling which will contribute to the more effective use of materials and equipment acquired with this grant.)

☐ If labor will be performed by district personnel and labor costs appear in IV B budget, check here to indicate work will be done outside of regular district employment hours.

Trade	Contractor	Labor Cost	Material Cost	Total
General Construction		$	$	$
Plumbing		$	$	$
Electrical		$	$	$

TOTAL Minor Remodeling $__________

Guidance and Counseling

Code	Public Schools	Nonpublic Schools	Totals
320.3 Materials for Guidance	$	$	$
1230 Equipment for Guidance (attach list)	$	$	$
241 Ordering (2% of 320.3 plus 1230)	$	$	$
310 Professional Salaries (attach schedule)	$	$	$
310 Nonprofessional Salaries (attach schedule)	$	$	$
810 Employer Contribution for Employee Benefits			
Social Security	$______	$______	$______
Retirement	$______	$______	$______
Health Insurance	$______	$______	$______
Workmen's Compensation	$______	$______	$______
Totals (810)	$	$	$
320.4 Contractual Services (attach schedule)	$	$	$
320.2 Travel (attach schedule)	$	$	$
Totals	$	$	$

TOTAL Guidance and Counseling $______
(Codes 320.3 + 1230 +241 + 310 + 810 + 320.4 + 320.2)

Testing

Code	Public Schools	Nonpublic Schools	Totals
320.4 Contractual Services (attach schedule)	$	$	$
320.2 Travel (attach schedule)	$	$	$
320.5 Testing Materials	$	$	$
1230 Testing Equipment (attach list)	$	$	$
241 Ordering (2% of 320.5 plus 1230)	$	$	$
Totals	$	$	$

TOTAL Testing $______

Project Operational Budget Summary

	Code	Salaries		Contract Service	Travel	Other
		Professional	Nonprofessional			
Instruction	220					
Instruction	230					
Instruction	240					
Cost of Acquisition	241					
Guidance	310					
Guidance and Testing	320.4					
Guidance and Testing	320.2					
Guidance Materials	320.3					
Testing Materials	320.5					
Employee Benefits	810					
Minor Remodeling	1220.3					
Equipment	1230					
Totals		$	$	$	$	$

GRAND TOTAL $________________

CHIEF SCHOOL ADMINISTRATOR'S CERTIFICATION

I hereby certify that:

1. In the case of any project involving minor remodeling, "that the facilities shall be accessible to and usable by physically handicapped persons."

2. No prior commitment has been made for expenditures under this project.

3. An inventory of all materials and equipment purchased under this project will be maintained, and appropriate property management practices instituted "to insure adequate safeguards to prevent loss, damage, or theft."

4. Consideration equal to that given to support other areas of instruction has been given to the acquisition of school library resources, textbooks, and other printed materials supporting instruction, orientation, or guidance and counseling in occupational education.

5. Compliance has been made with Section 438-440 of the General Provisions Act relating to "Protection of the Rights and Privacy of Parents and Students."

6. Compliance has been made with Title IX, Education Amendments of 1972, Prohibiting Sex Discrimination in Education.

7. If approved, the program design will be carried out as described in the application.

8. The requested budget amounts are necessary and appropriate to the implementation of this project.

9. The Assurance of Compliance with Title VI of the Civil Rights Act dated
   ____________________ applies to the application submitted herewith.
   Month day year

A first advance payment of 25 percent is hereby requested.

Date:____________________ Signed:*______________________________

(Chief Administrative Officer)

Name and title (please type):

Name______________________________

Title______________________________

*Original signature of Chief Administrative Officer is required.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

ESEA Title IV B
NONPUBLIC SCHOOL EXPENDITURE REQUEST

To be completed by nonpublic school and
submitted to local public school district

BEDS (12 Digit) Identification Code Number ☐☐☐☐☐☐☐☐☐☐☐☐
1 12

Name of Nonpublic School ____________________

Mailing Address ____________________

Principal ____________________ Telephone No. __________

Public School District ____________________

Total Expenditure Request $ __________

1.

Number of participants (duplicated count) receiving the following Part B services in Nonpublic Schools						
Institution Type	School Library Resources	Textbooks	Inst. Materials and/or Equipment	Minor Remodeling	Guidance & Counseling (Materials & Equip. Only)	Testing
Nonpublic School (only)				▨		

2.

A. Number of Guidance Counselors (FTE*) paid from Part B funds serving pupils in Nonpublic Schools by level of instruction.		
Type of Institution	Elementary	Secondary
Nonpublic Schools Only		

B. Number of Pupils served by the Guidance Counselors indicated in Item 2(A) above by level of instruction.		
Type of Institution	Elementary	Secondary
Nonpublic Schools Only		

3.

Maintenance of Fiscal Effort - Nonpublic School Only (Local expenditures of individual nonpublic school for materials, equipment and services eligible under Title IV B)			
Type of Expenditure	1975-76 Expenditure	1976-77 Expenditure	
1. School Library Resources	13 $ 18	19 $ 24	
2. Textbooks	25 $ 30	31 $ 36	
3. Instructional Materials and Equipment	37 $ 42	43 $ 48	1 2 79 80
4. Guidance and Counseling	▨	▨	
A. Professional Salaries	13 $ 18	19 $ 24	
B. Nonprofessional Salaries	25 $ 30	31 $ 36	
C. Other	37 $ 42	43 $ 48	
5. Testing	49 $ 54	55 $ 60	1 3 79 80
6. Total (Add Items 1, 2, 3, 4 & 5)	13 $ 18	19 $ 24	
7. Enrollment (Nonpublic School Only)	25 30	31 36	
8. Per Pupil Expenditure (Item 6 ÷ Item 7)	37 $ 42	43 $ 48	1 4 79 80

*F.T.E. - Instruction for calculating Full Time Equivalents (FTE) is found on Page 23 of your PLANNING GUIDE ESEA IV PART B LIBRARIES AND LEARNING RESOURCES 1977-78.

PROJECT DESCRIPTION

Answer only question 4 if enrollment of school is less than 500 pupils

4. Overview

Answer questions 5-9 if enrollment of school is 500 pupils or more

5. Planning

61

6. Needs Assessment

7. Objectives

8. Activities

9. Evaluation

ESEA IV B Proposed Budget for Expenditure Request

Code 230 School Library Resources

	Amount
Books	$
Audiovisual Materials	$
Periodicals	$
Other Printed Materials	$
TOTAL	$

Code 241 Costs of Acquisition

	Amount
Ordering (2% of Code 230)	$
Cataloging (20% of Code 230)	$
TOTAL	$

TOTAL School Library Resources $____________
(Code 230 plus 241 above)

Code 220 Textbooks

	Amount
Textbooks	$

Code 241

	Amount
Ordering (2% of Code 220)	$

TOTAL Textbooks $____________
(Code 220 plus 241 above)

Instructional Materials and Equipment

Code	Amount
240 Materials	$
1230 Equipment (attach list)	$

Code 241	Amount
Ordering (2% of Code 240 plus 1230)	$

TOTAL Instructional Materials and Equipment $____________
(Code 240 plus 1230 plus 241)

Guidance and Counseling

Code	Amount
320.3 Materials for Guidance	$
1230 Equipment for Guidance (attach list)	$
241 Ordering (2% of 320.3 plus 1230)	$
310 Professional Salaries (attach schedule)	$
310 Non-Professional Salaries (attach schedule)	$
810 Employer Contribution for Employee Benefits Social Security Retirement Health Insurance Workmen's Compensation	 $ ______ $ ______ $ ______ $ ______
Totals (810)	$
320.4 Contractual Services (attach schedule)	$
320.2 Travel (attach schedule)	$

TOTAL Guidance and Counseling $____________
(Codes 320.3 + 1230 + 241 + 310
+ 810 + 320.4 + 320.2)

Testing

Code	Amount
320.4 Contractual Services (attach schedule)	$
320.2 Travel (attach schedule)	$
320.5 Testing Materials	$
1230 Equipment (attach list)	$
241 Ordering (2% of 320.5 plus 1230)	$
Totals	$

TOTAL Testing $____________

Summary of Expenditure Request Budget

		Salaries		Contract Service	Travel	Other
	Code	Professional	Nonprofessional			
Instruction	220					
Instruction	230					
Instruction	240					
Cost of Acquisition	241					
Guidance	310					
Guidance and Testing	320.4					
Guidance and Testing	320.2					
Guidance Materials	320.3					
Testing Materials	320.5					
Employee Benefits	810					
Minor Remodeling	1220.3					
Equipment	1230					
Totals		$	$	$	$	$

GRAND TOTALS $________________

SCHOOL LIBRARY MEDIA PROGRAMS

Standards are the goals which encourage the development of excellence in education. These standards provide a useful tool for assessing the adequacy of school library media programs in New York State. The Regulations of the Commissioner require that a school library be established and maintained in each school; and that the library meet the needs of the pupils and provide an adequate complement to the instructional program. Although a sound program of school library media service must be based upon quality, good quality is not possible without certain requisite quantities of materials, service, and physical facilities.

Objectives. Every school library media center should develop and periodically revise an explicit statement of its objectives in accordance with the purposes and objectives of the school.

Resources and Equipment. The collection should contain quality items that are currently useful, selected specifically for the students and teachers served. Highest priority is placed on those materials that meet direct curricular needs, but the collection also includes resources that arouse intellectual curiosity, that help to develop critical thinking and cultural appreciation, and that stimulate the use of resources for personal development and recreation. The development of a written selection policy adopted by the Board of Education is of primary importance.

The following quantities are recommended for individual schools having 500 or more students:

	Phase 1	Phase 2	Phase 3
Print Materials			
Books per student	12 volumes*	18 volumes	24 volumes

A strong collection of standard reference works is needed, to include subject and general bibliographies, and periodical indexes. Professional resources should be budgeted annually.

Periodical Titles	Titles		
Elementary (k-6)	25 magazines	35	50
	3 newspapers	4	6
Junior High	75 magazines	85	100
	6 newspapers	8	10
High School	75 magazines	100	125
	6 newspapers	8	10

*6000 volumes are a basic minimum regardless of the number of students.

Pamphlets

Files of pamphlets, vocational and ephemeral materials, and government documents should be systematically acquired, maintained, and weeded.

Microforms	Types and quantity vary with program needs		
Microform equipment	1 Reader	1 Reader 1 Reader-printer	3 Readers 1 Reader-printer

Visual Materials-Still Images

There should be sufficient equipment and adequate duplication to make visual and aural materials readily available. Instructional equipment is selected on the basis of quality of performance, effective design, ease of operation, competitive costs, portability and/or accessibility, ease of maintenance and repair, and available service. Specifications as to function and quality should be carefully developed.

Filmstrips (silent)	750 prints	1000 prints	1500 prints
Filmstrips (sound)	375 prints	500 prints	750 prints
Slides	1000 items	2000 items	3000 items
Transparencies	500 items	1000 items	1500 items
Graphics: Posters, Art & Study Prints, Maps & Globes	500 items	800 items	1200 items
Filmstrip projector (silent and/or sound)	1 per 75 users	1 per 50	1 per 25
Filmstrip viewer	1 per 45	1 per 25	1 per 10
Slide projector	1 per 75	1 per 50	1 per 25
Slide viewer	1 per 75	1 per 50	1 per 25
Overhead projector	1 per 75	1 per 50	1 per 25

Visual Materials: Moving Images

16mm Films (sound)	Access to a minimum of 3000 titles. Where specific titles are used frequently, building level purchase may be warranted. Generally 16mm films should be rented, or borrowed from BOCES, with sufficient funds made available for this purpose.

Super 8mm Films (sound)	Acquisition of Super 8mm films (cartridge or reel) will vary with program needs.		
Super 8mm Films (silent) Film loops	200 films	300 films	500 films
Videotapes	Acquisition of videotapes will vary with program needs.		
16mm Film Projector (sound)	1 per 200 users	1 per 150	1 per 100
Super 8mm Film Projector (sound)	Acquisition of Super 8mm sound film projectors (cartridge or reel) will vary depending on the availability of materials in this format.		
Super 8mm Film Projector (silent)	1 per 75 users	1 per 50	1 per 25
Video Playback & Reception Equipment	Acquisition of video playback and reception equipment will vary depending on the availability of materials in this format and on program needs.		
Auditory Formats			
Audio Recordings: Tapes (reel to reel), Cassettes, Discs, Audio cards	500 items	1000 items	3000 items
Audio Equipment: Tape recorders, Record players	1 per 75 users	1 per 50	1 per 25
Listening Units Earphones	1 set per 75	1 set per 50	1 set per 25
Portable listening Unit	1 per 75 users	1 per 50	1 per 25
Tactile Formats Games, toys, models, sculptures, specimens	200 items	500 items	800 items
Media Kits and Programmed Learning Materials	Types and quantities vary with program needs		

LOCAL PRODUCTION EQUIPMENT	Types of equipment needed vary with the school, district and BOCES production programs.

ORGANIZATION OF MATERIALS. Library media collections should be organized by nationally approved rules for prompt identification by author, title, and subject, and arranged for efficient retrieval. Resources arranged by subject on open shelves, centralized administration and control, cataloging and classification supplemented by user responsive groupings contribute to efficient retrieval. The potential of technological retrieval should also be explored.

DELIVERY OF SERVICE. The delivery of library media services is based on user need. Not only are services organized with sufficient flexibility for quick response to students, professional staff and parents, but needs are anticipated through the participation of library media center staff in curriculum development. Patterns of referral and access to regional collections are well developed.

FACILITIES. The physical facility of the library media center provides sufficient space and furnishings for present operations, and is so located as to permit growth and physical expansion. Every elementary library media center should provide at least 900 square feet and every secondary library media center at least 25 square feet for 10% of the enrollment.

ADMINISTRATION. The library media program includes responsibility for all library learning resources and services. Access to resources available in district collections, BOCES and New York State Interlibrary Loan (NYSILL) collections is an important component. A staff manual clearly outlines all duties, procedures and policies.

BUDGET. To maintain an up-to-date collection of resources (excluding textbooks and equipment) after the base collection has been established, the following percentage of the national average for per pupil operational cost* should be budgeted:

Phase 1	Phase 2	Phase 3
1%	3%	6%

*The 1975-76 expenditure per pupil in average daily attendance in public elementary-secondary schools was $1,388. National Center for Education Statistics. *Statistics of Trends in Education 1963-84*. Washington, D.C.: United States Office of Education, January 1975.

REFERENCES:

The publications below may be useful in program development. Unless otherwise noted, the publications are available from the Bureau of School Libraries.

An Overview of Suggested Procedures for Improving Methods of Textbook Selection. State Education Department. Bureau of Elementary Curriculum Development.

The Effective Elementary School Library Media Center: Environment, Organization and Control. (In Bureau of School Libraries News & Notes. The State Education Department. Vol. 10, No. 2. January 1974.)

The Effective Elementary School Library Media Center: School Library Media Programs: An Integral Part of the Elementary School Curriculum. (In Bureau of School Libraries News & Notes. The State Education Department. Vol. 10, No. 2. January 1974.)

Facilities for School Library Media Programs. The State Education Department.

Media Programs: District and School. Prepared jointly by the American Association of School Librarians, ALA and Association for Educational Communications and Technology, NEA. 128 pp. 1975. $2.95 (paper). This publication can be purchased from the American Library Association, 50 East Huron Street, Chicago, Illinois 60611 or from the Association for Educational Communications and Technology, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Selection Guidelines: School Library Resources, Textbooks, Instructional Materials. State Education Department.

Standards for School Media Programs. Prepared by the American Association of School Librarians, ALA and the Department of Audiovisual Instruction, NEA. 66 pp. 1969. $2.00 (paper). This publication is out of print and has been superseded by Media Programs: District and School.

INSTRUCTIONAL MATERIALS AND EQUIPMENT

Agricultural Education

Schools offering agricultural education programs are encouraged to use the following criteria in selecting resources and equipment to improve and expand the program. The major components of an agriculture program include structured classroom shop, or laboratory instruction; supervised occupational work experience; and student leadership training. These components should be considered in each school's planning.

1. The items acquired contribute directly to the objectives of the vocational agriculture program.

2. The new acquisitions improve the existing agricultural offerings or expand the program by facilitating new offerings.

3. The items allow the school to improve the agriculture program by:

    - improving teaching methods and teacher competencies

    - introducing new or advanced modules of instruction

    - increasing student understanding of specialized agricultural content

    - evaluating student performance and accomplishment

4. There is a balance between student use items and teacher demonstration material.

5. Consideration has been given to selecting current and appropriate size equipment and materials, as well as maintenance requirements.

6. The items are maintained and housed in the agricultural facility.

7. The items are appropriate for the grade level and level of specialization covered by the program.

8. Facility planning has taken place to provide for installation of additional equipment.

9. The teacher has sufficient understanding and competency to make use of equipment and materials.

Art Education

General Philosophy and Objectives

An art education program in elementary and secondary schools should be highly individualized, combining the characteristics of the students, the teacher, the community and available resources for the purpose of enabling each and every student "to become all he is capable of being," so that he will develop both the means and the desire to live to the fullest in a world of random focus and to improve the conditions of life in which he finds himself.

The thrust should be to help the student to see, to feel, to think, to express his thoughts and feelings, to make choices and to evaluate through a wide variety of studio experiences in the visual and plastic arts.

The basic elements of art to be explored and understood by each student according to his level of maturation are space, light and color, form (shape), line, texture and movement. Every effort should be made to keep the program current with contemporary modes of visual and plastic art expression, such as: film and video, photography, environmental design and conceptual art.

Integrating visual arts activities with other subject areas is highly recommended. The Bureau of Art Education can provide information on Project SEARCH, a demonstration project of the Division of Humanities and Arts Education which has, as one of its major objectives, integrated the arts and RITA (Reading Improvement through the Arts) project.

Facilities

An adequate program presupposes the existence of an adequately equipped studio of at least 1,200 square feet. There should be a separate and clearly defined area with:

- adequate working, demonstration, display and storage space
- proper heat and lighting for creative art work
- sinks with hot and cold running water and clay traps
- facilities for audiovisual presentations, which include ways for darkening the room
- equipment such as easels, printing presses, potter's wheels, kilns, etc.
- a wide variety and abundance of materials with which the students can work; and most important -

An open studio for interested persons not only from the school, but also from the community, whether enrolled or not enrolled in specific art classes, should be maintained.

Equipment

Equipment needed but frequently not available for a good art program:

drying rack, metal, portable with metal trays
camera, super 8mm with zoom and stop action capabilities
projector, super 8mm for film with sound strip
projector, carousel slide, ektagraphic autofocus with remote control unit
portable video cameras with zoom lens
video special effects generator; video tape deck
ceramic kiln with firing chamber no smaller than 18" wide by 18" high, and pyrometer
a variety of modeling and carving tools for 3 dimensional design
print making press with 12" x 24" bed
drymount press with tacking iron
camera, 35mm single lens reflex
potter's wheel, electric with seat
kiln, metal enameling
enlarger trays
loom, table, 2 harness
looms, adjustable frame
drafting machine
power drill, ¼"
sabre saw
enlarger, condenser
contact printer
print washer
print dryer
timer
developing trays

Resources

The art education program should have available resources from the school library media collection which will keep the program current with contemporary modes of art expression. Items which should be included in such collections are: two and three dimensional art reproductions, slides, filmstrips, films, videotapes, realia, art reference books, biographies of artists, books of techniques in the arts and crafts, and of the history and aesthetics of art. Also needed will be well illustrated materials in the content areas which will facilitate the coordination of art activities with teaching in the other disciplines, and art periodicals.

The Bureau of Art Education, State Education Department, has prepared publications for both elementary and secondary schools which should be referred to for detail:

Art Appreciation for the Elementary School
Art for the Elementary School
Mechanical Drawing and Design
Planning the Art Room
Studio in Art-Comprehensive Foundations Course
Studio in Painting, Drawing, Graphics and Photography
Studio in Sculpture, Ceramics and Jewelry
Visual Arts Handbook
Visual Impact of Writing

Bilingual Education

Described below are suggested types of instructional programs for children whose dominant language is not English. The school administrator may decide to use more than one of the models described in order to meet the diverse needs of the target population or a unique local model or models may be created. Title IV B outlined purposes can help these programs. In these examples "Spanish" is used as an example of the native language of the student although it could be any other language. All programs should include daily activities in which students of the target population are together with their English dominant peers.

A. Bilingual Education Programs

The major objectives of bilingual instructional programs are to educate non-English speaking children and those of limited English speaking ability in two languages in all areas of the curriculum and to develop an awareness and understanding of the cultural heritage of the ethnic groups within the school.

Type A1 - A Full Bilingual Program. This program could begin in kindergarten or grade 1 (pre-kindergarten where such classes exist) and sequentially through the grades. The instructional program should be planned to begin with instruction for the major portion of the school day in the student's mother tongue. The contact time with the student's target language will increase as the year progresses. Usually by the end of the second year or within the third year, students should be spending 50 percent of instructional time daily learning in each of the two languages.

Type A2 - A Modified Bilingual Program for kindergarten and elementary grades. This program may begin at any grade level. The instructional program for Spanish-dominant students should be designed to provide learning experiences in the student's mother tongue in all major subject areas of the curriculum with English as a second language for 20 to 30 percent of the day. The contact time with English should increase gradually as the school year progresses.

Type A3 - A Modified Bilingual Program for intermediate and upper grades (Spanish emphasis). The instructional program should provide learning experiences in Spanish in the major subject areas of the curriculum, including Spanish as a first language, for 80 or 90 percent of the school day with 10 to 20 percent of learning time in English as a second language.

Type A4 - A Modified Bilingual Program for intermediate and upper grades (English emphasis). The instructional program should provide learning experiences in English as a second language 60 percent of the school day with 30 percent of the time learning in the academic disciplines in Spanish (Mathematics, Science, Social Studies) and 10 percent of the time for instruction in Spanish as a first language.

B. English as a Second Language Programs (ESL)

The major objectives of the English as a second language programs should be to develop competency in the understanding and speaking of English; to orient the student to the mores of his new environment; and to provide emotional security for the student through his contact with teachers and other school personnel who speak his language. Depending upon the age of the student and time spent in an ESL class, the development of the skills of reading and writing English are important program objectives. In organizing ESL classes, consideration should be given to the chronological age of students and their competency in understanding and speaking English. It is advisable to have no more than a three-year age differential within a group.

Bicultural educational experiences should be provided in all ESL programs. Present ESL programs generally exclude this important element.

Type B1 - ESL class and regular classroom program. In such programs non-English speakers receive instruction in English for part of the day and are in classes with their English dominant peers for the balance of the day. Minimal instructional time in English should be three hours daily. Emphasis should be on audio-lingual competency in English and English as it relates to curriculum content.

Type B2 - Total ESL Immersion - preferable for lower primary grades. The instructional program provides learning experiences in English as a second language for 80 percent of the day, instruction in the major subject areas in native language 10 percent of the day, and joint participation in other school programs and activities with their peers for 10 percent of the day.

Conclusion

Although two approaches are given for the education of non-English speaking children, and children of limited English speaking ability, the major thrust should be the bilingual education approach.

Title IV B can provide bilingual guidance counsellors with native or nearly native language speaking abilities concerning the language the children bring from home. One critical level is the Junior High School level where future programming takes place. Other supportive services can include school library resources for bilingual program participants; specific instructional materials prepared in the students' native language in specific subject areas, and English as a Second Language materials; equipment such as recording devices and language laboratory equipment; proficiency, and testing instruments for identifying abilities, aptitudes and interests.

Business Education

The Bureau of Business Education recommends that school administrators and business teachers refer to each of the business education syllabi for recommended equipment and learning aids for the various business courses. The following list includes instructional equipment, resource materials, and other instruction aids which are often unavailable or in short supply:

- Multi-channel dictation equipment for shorthand laboratories
- Individual cassette tape, tape or record players for classroom or home use
- Films, filmstrips, projectors and screens
- Overhead projectors and transparencies
- Instructional cassette tapes or reels for self-paced, independent study
- Office machines used in classroom instruction (minimum value $25)
- Dictionaries, secretarial handbooks, and other individual secretarial reference aids
- Books and other printed and published materials
- Simulations (not including expendable materials)
- Reusable workbooks intended for use as a principal source of study material for a particular class
- Wall charts related to instructional program
- Videotaped materials

Distributive Education

To simulate the working environment for distribution and marketing, basic instructional components would include: classroom laboratory, school store and office or small conference area with supplementary resource materials. Equipment suggestions are as follows:

Essential

Actual or dummy merchandise
Cash register
Cashwrap unit
Display cases
File cabinets
Filmstrip projector
Merchandise units
Movie projector
Overhead projector
Projection screen
Record player
Shelving
Slide projector
Tape recorder
Telephone
Work tables

Very Useful

Adding machine
Ad layout table
Display forms
Display props
Fitting mirror
Mannequins
Opaque projector
Pegboards
Portable lights
Shadowboxes
Single-concept projector
Study carrels
35mm camera
Showcase or sign printer
Sign holders
Tool cabinet
Typewriter and desk
Videotape equipment

The preceding list is not all inclusive and will vary depending on the marketing clusters selected for specialization in the 12th grade. Occupational competency is the student's goal, so a wide range of equipment, textbooks, instructional materials and resources is needed for specific marketing clusters. Local and regional employment opportunities plus individual student career goals should determine the clusters to be offered.

A realistic learning situation for individualized or small group instruction may be provided in many ways:

- Subscriptions to trade publications for up-to-date market information (Advertising Age, National Retail Merchants Association)
- Tape recorder for interviewing for marketing research or student job interviews for playback
- Photographic equipment for pictures of display windows for classroom critique
- Mannequins and seasonal display kits for school store and classroom-laboratory display experience
- Library reference books (history of fashion, geographic information for travel curriculum)
- Room, reservation, mail and key racks, posting machine for hotel-motel front desk operation
- Calculator for credit computations
- Films and slides of shopping centers, retail and wholesale operations not readily available for student visits

Useful references prepared by the Bureau of Distributive Education:

- Distribution and Marketing Syllabus. 1974.
- Visual Merchandising through Display. 1972.
- Advertising Services Module. 1976.
- Business and Distributive Education Classrooms and Facilities. 1965.
- Fashion Merchandising. 1969.
- Franchise Merchandising. 1969.
- Distribution 1 & 2. 1965.
- Travel and Tourism (available Fall 1977).
- Wholesale Distribution (available Fall 1977).
- Fashion Merchandising Module (available Fall 1977).
- General Merchandising Module (available Fall 1977).

Drug Education

Overview

Education regarding the use and misuse of drugs, alcohol, and tobacco must include an understanding of the factors related to (1) personality development, (2) social and cultural influences, (3) human motivation, and (4) the pharmacological effects of these substances. The teacher should use approaches based on the nature of the learner, his experiences, abilities, interests, needs and motivational level.

Although the basic principles of learning will be the guideposts for teaching about the sociological health problems, problem-solving techniques, independent study, and group discussions and exchanges should be emphasized. Negative approaches, authoritarian approaches, question and answer recitation, and lecture methods are frequently ineffective. On the other hand, drug education should include opportunities for students to make decisions relative to personal involvement; they should learn to base these decisions on reliable data. The quantity and quality of the information available to the student, and his/her understanding of it, will determine to a great extent the degree to which he/she will develop an intelligent basis for his/her behavior regarding drugs, alcohol, and tobacco.

Learning experiences should relate directly to the development of respect for all medicines, drugs, and chemical substances. These include prescription and nonprescription drugs, as well as tobacco and alcohol. Sociological health problems are becoming increasingly more significant in our society, and students must be given the opportunity to understand the broad sociological implications relative to all substances which have potential for abuse. They should understand:

- the nature of the drug problem for their age group
- the kinds of prevention and solutions available
- how they can become involved in these solutions
- the role of community agencies and community action in dealing with these problems

Methods

There are no known instructional methods which can be guaranteed to work in all situations or for all ages of children and youth. Among those that show promise are:

- Student analysis and reporting of research on various drugs
- Student panel discussions to explore their concerns about drug abuse problems
- Value clarification techniques
- Research conducted by students into drug beliefs and drug practices
- Pupil-conducted discussions, both in small groups and in full class
- Student selected topics for library research projects
- Art, poster, newspaper, and similar projects to inform other students about drugs
- Peer group techniques
- Student analysis and discussion of films and other media dealing with drug topics
- Student participation in planning and conducting the classes both in contents and method
- Role playing of a wide variety of situations dealing with problems and decisions about drugs

- Presentations by outside resource specialists with student reactor panels
- Collection and analysis of newspaper stories, magazine articles, and other published accounts of drug events
- Decision-making skills

Guidelines For Selection Of Instructional Materials

No evaluation group could produce a complete list of materials which would meet the varied drug program needs of every New York community. Because so much material is being released by publishers, any list would be out-of-date, almost before it could be completed. The following evaluative criteria are offered as a guide in choosing materials:

- Does it accurately represent current findings?
- Is it suited to the goals, methods and purposes of the teaching unit it is to support?
- Does it avoid moralizing?
- Does it provide for and support personal or group decision making?
- Is it appropriate for the students (age and social needs) with whom it is to be used?
- Are the costumes, properties and language up to date?
- Does it emphasize the dangers of drug abuse?
- Does the material contain information, such as specific drug-taking techniques, which is inappropriate to the educational environment?
- Is discrimination avoided (racial, religious, ethnic, sexist)?
- Is the material relevant for the target group of students?

Educational Communications Programs

The usefulness and effectiveness of an educational communications program depends primarily on the degree to which teachers and students are actively involved in the processes of evaluation, selection and use of media and technology in achieving specific instructional objectives. The educational communications program must be proactive within the educational system from curriculum decisions to decisions on teaching strategies.

The focus of the educational communications program is the teaching station. Therefore, the educational communications area in the school must be located where the traffic of instructional technology services to teaching stations is concentrated.

Regardless of the size or accoutrements of the educational communications program and area within a school, the measure of effectiveness of the program is the degree to which its materials and services meet specific curricular needs in the most cost effective manner. Quantitative standards for aural/visual media and allied technologies that represent the educational communications program are less important than the specificity of their selection and use. The most salient element in evaluating the program is the measure of how well each unit of media and each technological device available serves instructional objectives. In addition, the efficiency of use of all resources must be the foundation for all planning and management of the educational communications program.

The vitality and currency of an educational communications program depends in part on the possession of a continual flow of information of new materials and devices, new strategies of use and improved methods of acquisition and management. It is essential, therefore, that communications personnel be in continuous communication with professional staffs and information sources at the district, state and national level. In this way the school or school district will inevitably benefit. For example, substantial savings to schools in the acquisition of media and technological devices have been achieved through consortia. Illustrative of such benefits and savings is the present Government and Industrial Films for Teaching program in which hundreds of school districts which are part of a Statewide Consortium are able to access large quantities of sponsored films via videotape. Another example is a recent group purchasing contract in which more than 100 New York State districts purchased classroom television receivers at prices considerably lower than those prices offered by New York State Contract from the Office of General Services. Through continual communications and cooperation among the schools, educational communications programs can better achieve their goal of maximum cost effectiveness.

Media

Media selected for helping to achieve instructional objectives in the form of 16mm film, video cassettes, filmstrips, overhead transparencies, 2 x 2 slides, phonograph records, audio cassettes, audio tape, maps, pictures, globes and microfiche cards should be available and accessible for the instructional process (i.e., classroom, teaching station, independent study area) on the basis of the predictable use and cost of such media. Media, both expensive and inexpensive, whose extensive use can be safely predicted based on teacher agreement may be acquired for the individual school. Other types of media whose predictable use will be less frequent may be more efficiently accessed from a central, shared-service facility. Such facilities may exist at the district level or in the educational communications area of a board of cooperative educational services or from outside loan sources.

Quality and appropriateness of all media to be used should be evaluated by means of a selection policy adopted by the Board of Education. Production of media should be considered only after a careful search has been made for existing media that would satisfy need. All new media should be acquired as the result of curricular planning, and with full understanding of teaching styles and preferences within the faculty.

Facilities

The educational communications area where the traffic of instructional technology services for all teaching stations is concentrated should be reflective of the educational communications program.

Space for the educational communications area is entirely dependent on the scope, design and traffic of the educational communications program. Location of the facilities for the most efficient operation of the educational communications program in helping to achieve instructional objectives is of prime importance. Accessibility for receiving and dispatching media and technology, adequate electric power, production spaces and storage space are all critical factors to be considered in the location of facilities for the educational communications program.

Administration

The educational communications program includes responsibility for (1) search, identification, preview and recommendation of media for specific curricular objectives, (2) consultation in developing media application to instruction, (3) maintenance of instructional devices, (4) in-service training in the use of newer media and technological devices, (5) acquisition of media, and technological devices, (6) coordination and deployment of school or school district learning resources, (7) production of media, and (8) budget development on a cost-effective basis. A staff manual with instructions on how to access program services should detail precisely all procedures and responsibilities in keeping with the administration policies of the school or school district.

Technological Devices

Program decisions based on curricular needs determine the type and quality of technological devices required for achieving instructional objectives. Certain devices may be considered essential to present day education and are already in widespread use throughout the schools. The 16mm projector, the TV receiver, the overhead projector, the phonograph, the filmstrip projector, the 2 x 2 projector, the opaque projector, and the audio cassette player could be classified as essential technological devices. Sophisticated technological devices are becoming more numerous and include the computer terminal, the mini and micro computer, portable TV cameras and recorders, instant photo processing cameras, electronic calculators and sound motion picture cameras. In this latter group of newer technological devices it is particularly important to apply the most stringent cost-effective procedure in acquisition and deployment. Careful analysis of predicted needs and uses of all technological devices must be made to determine the lowest acceptable quantity and the most efficient method of acquisition. All decisions for the acquisition of technological devices should be derived from responses of preference of faculty and administration, and should be in accordance with educational communications management practices particularly with consideration of maintenance costs.

English And Language Arts Education

The following criteria may be used by schools in the selection of resources and equipment for English and Language Arts programs:

1. The items must contribute specifically to the objectives of the instructional program in English or the Language Arts.

2. The items should reflect the school's effort to introduce improvements in the program through such means as:
   a. Increasing student understanding of content
   b. Offering specialized content
   c. Developing greater student skill
   d. Evaluating student achievement
   e. Enriching student experiences
   f. Introducing new subjects and more advanced courses
   g. Improving teaching methods
   h. Increasing teacher competencies

3. The school should have in writing practices and procedures which:
   a. Ensure quality and appropriateness (such as by previewing, and by consulting evaluations of materials in professional magazines and sources suggested through the school library media center)
   b. Provide a procedure for handling challenged materials
   c. Avoid needless duplication among classrooms, related materials, and school library media collections
   d. Ensure curriculum coverage
   e. Provide for diverse learning skills for students of different interests and abilities

4. The items should stimulate students' interests and desirable attitudes toward English.

5. The items should reflect proper balance between student participation in activities and teacher demonstrations and presentations.

6. The items should be appropriate for the grade level and type of activity in which they will be used.

7. The items should provide a potential for learning not otherwise available in the program.

8. The number of items requested should be adequate for the number of students and teachers using the equipment or materials at the same time.

9. The quality and durability of the items must be in keeping with the desired performance.

10. The costs must be compatible with the durability and performance.

11. Consideration must be given to the selection of recent models of equipment, up-to-date materials, and maintenance requirements.

Further Considerations:

1. The teachers should have the competency to make effective use of the equipment and materials. Where necessary, the school or school system should have inservice programs to ensure this use. (The school library media program can be helpful here.)

2. Materials should be quickly and easily accessible to the students and the teachers requiring them.

3. A good English or Language Arts program typically makes use of the following, which should be available in the school library media center and/or in classrooms:

   a. Films, projectors and screens
   b. Film strips
   c. Tape recorders and tapes
   d. Records and record players
   e. Overhead projectors
   f. Videotapes
   g. Classroom collections
   h. Library books
   i. Magazines and magazine racks
   j. Files of pictures, charts, maps, etc.

Useful materials in the above categories are described in the following publications.

1. English Journal (Magazine). NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. $15.00 per year.

2. Language Arts (Magazine). NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. $15.00 per year.

3. NCTE Guide to Teaching Materials for English, Grades 7-12. NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. 1974. 171 pp. $3.95 to NCTE members.

4. ________________________. Supplement..1975. 129 pp.

5. NCTE/ERIC Report on Language Arts Instruction Via Audio-Visual Aids. Robert V. Derby. (In Elementary English, May 1969. pps. 612-621. NCTE, 1111 Kenyon Road, Urbana, Illinois 61801).

Foreign Languages Education

The Bureau of Foreign Languages Education recommends that schools be guided by two major criteria in the selection of materials and equipment for the foreign-language program: (1) that materials and equipment be considered on the basis of their serving a specific need as determined by the objectives of the course for which they are intended (i.e., they should be objective-effective), and (2) that those materials will assist in the most efficient and economical achievement of the objectives (i.e., they should be cost-effective). For example, if one of the course objectives is the development of the four language skills, the materials and equipment selected for that purpose should represent the most efficient and economical means of providing practice in listening comprehension, speaking, reading, and writing.

It is further recommended that the process of selection include the following steps:

1. Identification of course objectives.

2. Review of all available materials and equipment that have potential for helping students and teachers achieve those objectives.

3. Rating of all materials and equipment reviewed as either "Excellent," "Acceptable," or "Unsatisfactory" in terms of each of the following criteria:

    a. Performs specific tasks more effectively than other materials/equipment

    b. Performs specific tasks more efficiently and economically than other materials/equipment

    c. Is suited to students' mental and chronological age

    d. Is suited to students' present stage of language development

    e. Will attract and retain students' attention and interest

    f. Presents languages authentically

    g. Presents foreign cultures authentically

    h. Is adaptable to various learning modes (e.g., large group, small group, individual)

Types of materials and equipment that should be subjected to the rating procedure described above are as follows:

Materials

- Basic texts
- Integrated programs-text and audiovisual materials
- Books of culture and civilization
- Conversation books
- Supplemental reading texts
- Books of songs
- Workbooks
- Reference grammars
- Dictionaries
- Student Periodicals
- Teacher Periodicals
- Wall maps
- Desk maps
- Realia
- Books, pamphlets, bulletins on methodology
- Bibliographies
- Resource lists
- Tapes
- Cassettes
- Records
- Slides
- Filmstrips
- Film loops
- Films
- Projectuals

Equipment

- Language laboratory
- Tape recorders
- Cassette recorders
- Record players
- Slide projectors
- Filmstrip projectors
- Film loop projectors
- Movie projectors
- Overhead projectors
- Screens

Useful References

Edgerton, Mills F., Jr., ed. Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, 1969.

This publication is still one of the most useful single-volume general references on the selection and use of audio-visual materials and equipment for foreign language instruction.

In addition, there are numerous other sources to which schools may turn to meet specific materials and equipment needs. Once the needs have been identified, it is recommended that schools initiate a computer search for appropriate literature by means of the State Education Department's information retrieval system. Requests for such searches, which would insure access to the most up-to-date sources of information, should be addressed to:

Educational Programs and Studies
Information Service (EPSIS)
Room 330
New York State Education Department
Albany, New York 12234
Tel. (518) 474-3639

Health Education

Health education programs should be concerned with educational approaches that help learners to achieve optimal health. Optimal health is the ability of individuals to function to their highest level under existing environmental constraints. Health consists of three dimensions: physical, psychological and social. Physical health results from the promotion and maintenance of the structures and functions of the body. Psychological health consists of the mental, emotional and spiritual elements and is achieved from their promotion and maintenance. Social health results from the promotion and maintenance of people's intra- and inter-personal relations. The three dimensions of health should be perceived as interdependent and interactional, and health education programs should be developed from this holistic point of view.

Health Education Program

Health education programs should be:

- comprehensive
- progressive and sequential
- offered in grades K through 12
- consistent with the developmental levels of the learners
- taught by classroom teachers in the elementary grades
- taught by certificated health educators in the secondary grades
- separate courses at the junior and senior high school levels
- adequately coordinated through all grade levels
- positive in approaches used with emphasis on the promotion and maintenance of health
- related to the realistic health needs and interests of the learners and the community
- learner-centered rather than teacher-centered
- interactional with other disciplines, the school health services, pupil services, and community health programs

In addition, there should be a written curriculum guide on a K-12 basis. This guide should include:

- philosophy and goals
- scope and sequence
- resources
- evaluation

Goals of Health Education

The approaches in health education should be directed toward achieving the following goals:

1. Learners acquiring accurate health knowledge that results in the development of health concepts, comprehensions, and generalizations.

2. Learners developing and reinforcing positive health attitudes, values and appreciations.

3. Learners developing and reinforcing positive health behaviors, expressions, skills, and decision-making.

Evaluation

It is imperative that an evaluation program be established as an integral part of the health education program. Evaluation in health education should be continuous and include the following areas:

- learner progress in achieving the objectives
- effectiveness of methodologies
- effectiveness of materials being used

The evaluation program should provide information needed for making revisions in the health program for greater effectiveness with the next group of learners.

Teaching and Learning Materials

There are numerous and varied health education materials available from a variety of sources. These sources include the governmental and voluntary health agencies, professional organizations and commercial producers. It is imperative that these teaching and learning aids be carefully evaluated prior to use with the learners. Some criteria to be used follows:

Are the materials:

- appropriate for use with the particular group of learners?
- scientifically accurate regarding the information contained therein?
- objective and nonjudgmental?
- motivational?
- timely in content for achieving current objectives of health education?
- void of undesirable advertising?
- appropriate regarding sexism, ethnic and cultural groups?
- positive in approach?
- void of morbid illustrations?

Health Occupations Education

Health Occupations Education is a field of occupational study which focuses on preparation of youth and adults for work in the health care industry. Course organization for the Statewide program in HOE is based upon identified major manpower employment needs. Wherever possible, separate program options are planned to provide students with a set of skills which will permit flexibility in employment and expedite career mobility. Examples of program offerings include: Dental Assisting, Dental Laboratory Assisting, Health Assisting, Medical Assisting, Medical Laboratory Assisting, Nurse's Assisting, Practical Nursing and others.

In choosing library and learning resources to enrich and extend HOE programs, the focus of concern should be upon the implementation of these programs. A major principle governing specific selections should be the significance of the item or material to the achievement of student behavioral objectives as delineated in the local course(s) of study developed in terms of State guidelines.

Other considerations are:

1. Will the item provide a learning component not otherwise available?
2. Is the material specifically designed to enhance or update currently available instructional resources?
3. Will the new acquisition(s) increase students' perception of employment options in the Health Care Industry?
4. How many students will benefit from the new acquisition(s)?
5. How frequently will the new item be used?
6. Is the material free from ethnic and sex bias, stereotyping, and discrimination?
7. Is the material up to date?
8. How does the price, quality, and effectiveness/efficiency of the selected items compare to other similar items on the market?
9. Is the material adaptable to different teaching/learning methods i.e., large and small groups, individual independent study, other?
10. How will item(s) be made readily accessible to teachers and students?
11. What measures will be used to evaluate the new material and its use?

The following State syllabuses and program development guides are available for local reference:

- Health Occupations Education Program: Dental Assisting, 1973; Program Development Guide #5: 1972
- Health Occupations Education Program: Medical Assisting, 1975; Program Development Guide #6: 1971
- Health Occupations Education Program Development Guide #4: Home Health Assisting, 1975
- Health Occupations Education: Health Services Training Guide, 1968; Program Development Guide #3: 1971
- Health Occupations Education Program: Nurse's Assistant, 1974
- Health Occupations Education Program Development Guide #11: School Health Assisting, 1974
- Health Occupations Education in New York State - Draft 1975

Home Economics Education

The current approach to curriculum planning in home economics provides guidelines for organizing the program into four subject areas and six content emphases. The subject areas are: Human Development; Housing, Furnishings and Equipment; Food and Nutrition; and Clothing and Textiles. The content emphases related to each subject area are: Management, Buymanship, Leisure, Career, Health and Safety, and Relationships.

Facilities play a significant part in the teaching and learning of home economics. They provide the environment and equipment to foster attitudes, appreciations, understandings, and skills for the achievement of satisfying personal, family and community life. Space and equipment provided for the homemaking-family living aspects of home economics education, should permit the development of behaviors identified for each course in the curriculum.

Five basic space areas comprise the home economics facility. 1) Instructional Area, 2) Food Area, 3) Clothing Area, 4) Child Development Area, 5) Hospitality Area. If these areas are adequately equipped and provide sufficient space, all aspects of home economics could be offered.

The following are examples of criteria to be considered in determining material and equipment needs:

Instructional Area

Appropriate equipment and furnishings in an open, flexible space make it possible to effect adaptations necessary for teaching related learnings in all content areas of home economics. Multi-purpose use, variety in styles and models, time and labor saving characteristics are features which will permit convertibility and encourage diversified activities.

Food Area

Learnings in food and nutrition help students gain basic knowledge, understanding and skills in evaluating various kinds and types of equipment; in management of space, equipment, energy, time and money in relation to feeding a family; in applying management principles related to food storage, meal planning, preparation and serving. Equipment and furnishings also aid in teaching comparisons such as: surface finishes, materials and construction of cooking utensils, design, color, texture, and materials in table accessories.

Clothing Area

Learnings in clothing and textiles in addition to sewing skills include advantages and disadvantages of different fabrics; basic art principles as applied to clothing; selecting and purchase of clothing; alterations of garments; care and renovation of clothing; personal appearance.

Child Development Area

The study of child development involves the physical, mental, social and emotional growth and development from infancy to adolescence. It is believed that students gain a better understanding of children by observing and working with them. Therefore, facilities and space should be provided within the center for such learning experiences. Some play equipment and furniture should be purchased. However, some may be borrowed from other departments in the school and/or community.

Hospitality Area

The home economics department can convey the atmosphere of a real home through the choice of furnishings and equipment. This area may be adapted to teaching several phases of home economics. A pullman-type kitchen may be included if there is to be only one unit kitchen in the multi-purpose room. Durable but lightweight furnishings should be selected so that a slight rearrangement of furniture with the use of portable screens would serve both as a hospitality center and a setting for furnishings and equipment. In addition to the basic furnishings, equipment which can be stored when not in use makes it possible to have learning experiences in a variety of subject areas.

The study of housing, furnishings and equipment includes selecting, decorating, furnishing and maintaining the living space for individuals and families. Consumer education and management are important parts of this study. Art principles in relation to home furnishings and home safety are also considered. Items used in teaching housing, furnishings and equipment may be the basic furniture pieces in the hospitality area. They can be used to best advantage if varied in type and material.

Humanities Education

Humanities and arts education may be approached under three aspects: as a body of knowledge, as a basic attitude toward life, and as a process mode of instruction. All three are essential to learners beginning pre-K and continuing lifelong. The goal is to assist the learner to discover meaning in life, that is, to develop a positive, humane personal and social philosophy capable of coping with a world in change.

Besides encompassing the traditional liberal arts, contemporary humanities education includes all our creative expressions of our humaneness. Humanities education is concerned with the quality of life, with ethical and moral problems such as those posed by biogenetic developments, and the impact of a technicist mentality as well as of technology on individuals and society.

Humanities education generates a positive attitude toward life characterized by mutual trust, an inquiring mind, regard for the past as a resource but not as a norm for the present and future.

As a process mode of instruction, humanities education is not oriented toward specific content. For example, the process can be infused into the physical, behavioral and social sciences as these relate to human values. In a climate of inquiry and of cooperative problem-solving, teachers facilitate personal discovery by students of unifying life principles significant to the learner.

The Regents' Goals for Elementary, Secondary and Continuing Education state that major goals include: a) "competence in the processes of developing values -- particularly the formation of spiritual, ethical, religious and moral values which are essential to individual dignity and a humane civilization;" and b) "ability to sustain lifetime learning in order to adapt to the new demands, opportunities and values of a changing world." The Goals statement emphasizes that "values education is so pervasive that it must be considered a part of every goal."

One process needed by all persons lifelong is basic problem-solving. Beyond the skills usually described as basic (mathematics and reading skills), such essential skills as (1) personal communication skills, (2) skills in locating and using information from a variety of sources, (3) decision-making, (4) social interaction, (5) critical thinking and reasoning, (6) valuing, (7) ethical and moral reasoning are necessary in all areas of endeavor.

Hence, programs which focus on the teaching and reinforcement of these skills as integral elements in the total school curriculum and which provide students with continuing and continuous opportunities to problem solve using all available data in an interdisciplinary manner are encouraged.

Districts interested in implementing, expanding, and/or disseminating programs of this nature can make effective use of the categories of resources available under ESEA IV-B.

Assessment

Survey forms available for determining local school district population needs in humanities/arts education should rarely be used as is, but preferably be adapted to local needs and concerns so that the instruments yield profile information pertinent to educational planning, administrative changes, staff development programs, student involvement and community attitudes and participation.

Resources, Facilities and Equipment

As a body of knowledge, and as educational process and methodology, humanities and arts education responds to contemporary needs. The library resource center plays a vital role in enabling this kind of education to take place.

1. Resources. In humanities/arts programs, constant and integrated use of visual/aural media is essential: photography, slides, radio, motion pictures, television, film strips, opaque projections, computer terminal access. The contemporary communication arts provide vehicles for stimulating productive open-end valuing and decision-making situations, for encouraging creative expressions concerning our human condition and for developing skills

which integrate interdisciplinary approaches and humane purposes in contemporary communications art forms. These productions are to become part of the school or district's permanent teaching resources.

2. Equipment. A sufficient number of projectors, video tape cameras, sound projection equipment, cameras, monitors, etc., should be provided to integrate audiovisual communication arts into the spectrum of content areas. Skill in using and caring for contemporary audiovisual equipment can be a humane life-coping skill which enhances self-concept, relates the learner to the world outside of school, and suggests career possibilities.

3. Facilities. Appropriate facilities include any needed modification of space to provide:
    a. a variety of viewing areas which can be darkened and ventilated conveniently, and which are adequately equipped with electric and electronic capability (including coaxial cables, computer terminal access lines) appropriate for excellent sound, clear visibility, playback, and data access. Seating should be flexible, adapted both to viewing and to informal discussion and writing arrangements.
    b. Production areas in which students K-12 can develop technical skills in the areas specified in the opening paragraph.
    c. Storage facilities in all viewing and workshop areas appropriate to care and use of equipment.

Industrial Arts Education

Industrial arts resources obtained through ESEA Title IV B should enrich and extend students' learning opportunities. Enriched learning experiences in industrial arts provide students with broader exploration into the areas of materials and energy. When proposing new program elements, local planners should spell out the need for and the intended use of the equipment and/or materials to be acquired.

In developing the proposed program, it is suggested that the industrial arts planner answer the following questions:

1. How does the district's present program of industrial arts differ from the recommended program?
2. Which of the lacking program elements could be carried out in the present facilities?
3. How will adding these new program elements enrich education?
4. What written course content has been developed that shows how equipment will be used?

5. What facility planning has taken place to provide for the installation of additional equipment?

6. Have features of items of equipment from different manufacturers been compared?

7. How will the number of students and classes be affected by this equipment?

Initial direction in resolving these questions is available to school personnel in the following Bureau of Industrial Arts Education publications:

- A Program Design for Industrial Arts Education in New York State
- Secondary Industrial Arts, An Instructional Planning Guide
- Secondary Industrial Arts Tools and Equipment
- Early Secondary Industrial Arts, An Instructional Guide
- Early Secondary Industrial Arts Tools and Equipment
- Industrial Arts Facility Planning, A Guide

Mathematics Education

Overview

The governing principles to be followed in the selection of materials and equipment for use in the mathematics program of the district are: (1) how do the items find economical and efficient use in the program to reinforce and further develop pupil skills, and (2) how directly do the items enter into the implementation of the program in the light of its learning objectives. A large collection of materials and equipment at various levels of sophistication does not, in and of itself, assure a quality education.

Thus, the selection of materials and equipment to accompany the program description must be preceded by a careful analysis which takes into account: (1) the identification of the learning objectives of the program, (2) a detailed description of the organization of instruction to be used, i.e., individualized instruction, interactive small group instruction, etc., and (3) based on the preceding determinations, a thorough study of available materials and equipment which seem to have potential for implementation of the program. There is nothing inherent in any piece of equipment or any material which, in and of itself, makes it suitable for any and all programs under consideration.

Additional criteria for the selection of materials could include: (1) do the materials fit the experiential background of the pupils? (2) do the materials foster a creative application of skills? and (3) are the materials suited to the mental and chronological ages of the pupils?

The lists that follow illustrate the types of equipment and materials which may be applicable and are not intended to be all inclusive.

Manipulative devices

- abaci
- clock (demonstration)
- desk calculators, printing
- hand-held calculators, electronic
- mathematical games
- metric measuring devices
- nail boards
- number lines
- peg boards
- place value devices
- simulations
- two and three dimensional mathematical models

Audiovisual and textual materials

- activity cards
- audiotapes, cassettes and records
- films and filmstrips
- learning activity packets
- modules
- library books
- multimedia kits
- overhead projection transparencies
- programmed books (non-consumable)
- basic and supplementary texts
- workbooks and drill materials
- periodicals

Evaluation materials

standardized criterion-referenced tests (preferably with more than one form for pre- and post-tests)

attitude surveys and other instruments for measuring changes in affective variables

SED Publications Useful in Program Development

- Books That Count
- Selected Books on Mathematics for Teachers
- Operating a Math Lab
- Free Materials for Mathematics Teachers
- Mathematics K-6, a recommended program
- Elementary School Mathematics, A Parents Guide
- Improving Reading - Study Skills in Mathematics Classes
- Developing Mathematical Awareness in Prekindergarten Children
- Number and Numeration, #1 of a series of Informational Pamphlets
- Operations, #2 of a series of Informational Pamphlets
- Operation with Fractions, #3 of a series of Informational Pamphlets
- Problem Solving, #4 of a series of Informational Pamphlets
- Mathematics Courses for the Seventh Year and Eighth Year
- Mathematics 7-8 Handbook
- Ninth Year Mathematics, Course I - Algebra
- Introduction to High School Mathematics, Grade 9, Course 2
- Tenth Year Mathematics
- Eleventh Year Mathematics
- Suggestions for Teaching Mathematics Using Lab Approaches (6 booklets)
- Probability in Elementary Schools
- Let's Use the Metric System

Ideas for Introducing the Metric System
The Metric System, a Teacher's Guide (manual for a videotape series)
Three Year Sequence for High School Mathematics - Course I

Music Education

The entire curriculum for music education in New York State has recently undergone careful analysis, revision, and expansion. New curriculum guides have been developed, published in tentative form, tested in selected school systems throughout the State, revised in accordance with the suggestions of teachers who have actually used them, and then distributed to all schools in completed form. The minimum standards suggested for materials and equipment which follow are supportive of the programs which are described in these guides.

General Music, K-8

1. Two current basal series for each classroom. Every student could be provided with a copy of each.
2. Recordings and teacher's manuals and books which accompany each basal text.
3. Quality stereo sound reproduction equipment including turntable and tape deck assigned for use solely by the music instructor, and equipment for filtering, mixing, switching and splicing.
4. Ready access to a good piano, tuned at least twice a year.
5. The availability of an overhead projector, screen, film projector, filmstrip projector, and at least two cassette tape recorders.
6. A sufficient supply of appropriate rhythm and melody instruments to accommodate the largest classes taught.
7. Library media center containing music books, recordings, record and tape players, films and filmstrips, as well as programmed and self-instructional materials.

Musical Performance, 3-12

1. Ready access to a good piano, tuned at least twice a year.
2. One instruction book should be available to each student enrolled and, if possible, some additional supplementary etude, solo, and ensemble material.
3. A library of large and small ensemble music containing a minimum of two titles for each student enrolled in the respective programs and increased annually by at least 5%.
4. Provide for repair and maintenance of instruments and equipment equal to at least 5% of the current replacement value of the total inventory.
5. At least 8% of the current value of the total inventory of instruments should be set aside annually for the replacement of school-owned instruments.
6. Adequate and secure space should be set aside for the storage of instruments, equipment and the music library.

7. A sufficient number of basic and color instruments to accommodate the complete instrumentation needs of the instrumental organizations should be provided.
8. In schools where class piano is taught, instructors should be provided with a minimum of six good electronic pianos and a teacher's console.

Electives in Musical Knowledge - High School

The area of musical knowledge provides courses for music majors and others interested in increasing their depth of musical understanding. Courses offered in this area may include: General Music 3; Music History and Literature; Music Theory (Sequences I and II); Comprehensive Foundations of Music; Composition and Conducting. For a listing of necessary supplies, see references 1 and 3 below.

Mini-Elective Courses in Attitude Development - High School

The Department publishes guidelines to assist schools in New York State in meeting the needs of students in grades 9 through 12 who might otherwise have little or no opportunity for active participation in music beyond the eighth grade. Publications in this series include recommendations for basic equipment and materials, and are listed in reference 4 below.

Bibliography

All listed resources were prepared by Bureau of Music Education, State Education Department:

1. Words, Sounds and Pictures About Music, a Multimedia Resource Listing for Teachers of Music in Grades 7-12.
2. State Contract for Musical Instruments: an annual listing of good student-grade instruments. Prepared in cooperation with Division of Standards and Purchase, Office of General Services.
3. Music in the High School.
4. Teacher's Guide to Folksinging; Teaching Guitar; Music and the Electronic Medium; Music in Modern American Society.
5. Music K-6: General music teachers' handbook.

Physical Education

The revised Commissioner's Regulations (Section 135.4) have encouraged various curriculum designs which will prepare students to successfully budget leisure time physical activities, so necessary for personal lifetime enjoyment, health and fulfillment. The formal school years need to provide the individual with an opportunity to value physical activities which will express their own interests. The activities introduced to them should be of a quality to be enjoyed throughout adulthood and should provide assistance for maintaining a desired level of physical fitness. The minimum requirements mandated by the Regulations should supportively reflect the concepts, standards, conditions, materials, equipment and attitudes described in the following guide for planning.

The Basic K-12 Program Shall Provide:

...an individualized instructional learning environment based on an assessment of:

physical and mental maturities
muscular development
fitness
interests
physical and mental disabilities
socio-psychological factors
decision making abilities
values
emotional stability
social skills
self-concepts
attitudes
problem solving skills
readiness

...instructional and laboratory facilities ample enough to support all curriculum requirements

classroom
gymnasia
aquatics station
exercise physiology laboratory
office and conference space
dressing and showering areas
outside play and activities areas
media centers
adaptive physical education centers
equipment storage space

...adequate equipment and supplies for the successful implementation of the required curriculum components

basic and creative movement
rhythms and dance
games
individual and team sports
outdoor living skills
perceptual motor skills
gymnastics
aquatics (where appropriate)
lifetime sports activities
extraclass and athletic participation

...evaluation devices

physical fitness pre and post testing
attitude and program surveys
perceptual motor testing
analysis of data techniques
grading and crediting procedures
proficiency exams
mainstreaming effectiveness
teaching effectiveness

Alternative and Optional Programming

Responsible experimentation is encouraged in order that legitimate substitutes will provide students with alternative ways to complete the physical education requirement for graduation. In grades 10-12, these programs need only local approval whereas, below level 10, Commissioner's approval is necessary. This is not to minimize the importance of such programming but to guarantee a curriculum of quality and sequential developmental progressions.

Such courses should provide appropriate credit for physical education and other subject areas.

...Grades 10-12

- physical education theory
- interdisciplinary contracts
- extraclass activities
- out-of-school experiences
- college programs
- specialization
- sports law
- consumer education
- sport journalism
- intramural coaching
- teaching assistant
- physiology of exercise
- independent study
- community service
- career education
- officiating
- sports announcing
- statistics and record keeping
- sports photography
- communication

This list is not all inclusive but does present a framework within which teachers may develop a program based upon the values, goals, needs and available resources of those most affected--the teachers, learners, and community.

Other Useful Resources:

1977 AAHPER Publications Catalogue, contains a complete listing of publications and audio-visual resources pertaining to all aspects of health, physical education and recreation. (ADDRESS: AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036.

Personalized Learning in Physical Education: 1976 - $7.95. Prepared by the American Alliance for Health, Physical Education and Recreation. (See AAHPER address above.)

Motion and Direction - Physical Education Curriculum Guide, Grades K-12, 1976; State of Indiana, State Board of Health, 1330 West Michigan Street, Indianapolis, Indiana 46206.

Reading Education

The selection of instructional material to support the district reading program must be made in the context of total district philosophy on the organization of instruction. Commitments to individualization in content, interests and pacing must be reflected in instructional materials. In a primary basal textbook approach, selected materials should support the sequence of that program and expand or reinforce student skills.

Before selecting new materials, those already available for the reading program including those in the library media center should be reviewed.

Is there quantitative balance among print and media and software?

Do reading materials include sufficient opportunities for teaching comprehension at interpretive and creative levels as well as at the literal level from pre-reading to secondary levels?

Is the content of present materials relevant to the students' experiential background, interests and learning objectives and skill needs?

Are there sufficient numbers of materials flexible enough to accommodate different teaching styles? different learning styles? varying learning rates?

Do materials lend themselves to a variety of grouping arrangements for instruction? Can they be used by children independently as well as when administered by a teacher?

Do readability levels of present materials match instructional levels of students who are to use them?

Do materials encourage student responses and activity through creative application of skills?

The Bureau of Reading Education believes that the selection of materials supports the concept of diagnostic-prescriptive teaching.

Selection procedures should minimize the tendency to accept advertisers' claims, and encourage a critical analysis. Materials should be sampled with students before decisions are made on their purchase in quantity.

The introduction of new approaches or new materials into the classroom should be preceded and accompanied by inservice training.

The accompanying criteria will provide guidelines for use in selecting instructional materials. Additional statements which reflect the local district's goals should be added.

1. Instructional Management Principles
    a. Which management principle best serves your program goals?
        1. Open Classroom
        2. Individual Prescription
        3. Teacher directed instructor
    b. Which instructional mode will be operating when the new material is used?
        1. Small group (less than 6)
        2. Large group (6-25)
        3. One-to-one, or tutorial

2. Instructional approaches
    a. Which approach best fits your program?
        1. Programmed instruction
        2. Language experience
        3. Inductive reasoning
        4. Eclectic
    b. Which emphasis should be reflected in each of the materials you select?
        1. Decoding
        2. Comprehension

3. Content
    a. How accurate is the content? (both text and manual)
    b. Is the material relevant for the target group of students?
    c. Is the material highly motivational?
    d. Is discrimination avoided? (racial, religious, ethnic, sexist)
    e. Is it appropriate to student learning modality and style?
    f. Is the readability appropriate for the students using it?
    g. Is the format and artistry of the material appealing to the learner?
    h. Is the print size and clarity appropriate to the developmental age of the learner?
    i. Does the format require learner to reorganize and communicate meaning obtained through verbal or written forms?

4. Goals and Objectives
    a. Are goals and measurable objectives for this material specifically stated for both students and teachers?
    b. Is the concept complexity of the material appropriate to the learners' age and interest?
    c. Is the level of readability an appropriate match for the instructional levels of the learners?

5. Scope and Sequence
    a. Does the material present a reasonable sequential program of skills compatible with district sequences?
    b. Can you focus on particular skills to individualize instruction?
    c. Does the material offer tests for appropriate placement of learners?
    d. Are enough provisions made for reinforcement and differentiated pacing of learning activities?

6. Evaluation
    a. Does the program provide means for evaluating mastery of skills included in the instructional sequence?
    b. Are standards for progression through levels of instruction provided?

Safety Education

Overview

A wide variety of educational publications, media, and aids are available for utilization by the secondary school traffic safety educator. While the range of materials varies widely, the overall purpose is to increase the teacher's effectiveness while working with the young people being served.

Traffic safety education, being a field which lends itself well to photography, has encouraged film producers across the country to produce high quality media covering a wide range of specific responsibilities and tasks.

Hardware for the dual controlled driver education vehicle is available from several manufacturers. Traffic education vehicle identification signs, teacher rear view mirrors, dual controlled brakes, controls for the handicapped, and numerous other devices are readily available from several retailers.

Classroom instruction is supplemented with numerous 16mm films, 35mm filmstrips, audiotapes and overhead transparencies.

Driver education teachers frequently overuse existing media, thus allowing too little time for teacher/student interaction. The decision to show a software presentation is an individual one, depending on student need and progress and should be examined closely by the teacher.

Hardware (Laboratory in-car instruction)

Dual brake
Dual accelerator
Ignition cutoff switch
Dual mirror
Pedal extensions
Elevator cushions
Vehicle identification signs
Brake detonator
Blowout simulator

Hardware for Classroom Use

Psycho-physical testing devices
Traffic magnetic board
Student responders
Student workbooks

Science Education

A supply of science materials and equipment for grades K-12 should be available for individual and small group activities in quantities sufficient to carry out a locally adopted curriculum.

This curriculum should provide for a reasonable balance between "content" and "process," between theories, concepts and technological information and the development of laboratory skills and modes of scientific inquiry. Both carriers of information and laboratory equipment will be needed.

In respect to equipment, a higher priority should be given to those items that permit pupils to actively engage in science activities, such as meter sticks, beakers, test tubes, pulleys, wire, light bulbs, batteries, hand lenses, etc. Lower priority should be given to items which are relatively more expensive and which foster a more passive type of learning, such as large aquariums and movie projectors.

When ordering science materials and equipment, care should be taken not to order items that are shoddy, uneconomical, inappropriate and/or obsolete.

Storage facilities in science rooms should be adequate and readily accessible for the storage of the increased amounts of supplies and equipment required by modern science courses.

In summary, curricula changes in science should be reflected by additions and omissions of certain materials and equipment. Purchases of equipment and supplies should be adapted to the school's own courses of study, qualifications of the teachers, funds available, and other needs characteristic of a particular school district.

Publications of the following professional associations are sources of bibliographic and other information useful to teachers of elementary and/or secondary science:

American Association for the Advancement of Science (AAAS), 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005; AAAS Science Books and Films (quarterly); Science Book List for Children, 3rd ed., 1972; Science Book List, 3rd ed., 1970; AAAS Science Film Catalog, 1st ed., 1975.

American Association of Physics Teachers (AAPT), AAPT Executive Office, SUNY at Stony Brook, Stony Brook, NY 11794; The Physics Teacher (monthly).

Division of Chemical Education, American Chemical Society (ACS), Joy A. Young, Division Secretary, Auburn University, Auburn, AL 36830; Journal of Chemical Education (monthly)

National Association of Biology Teachers (NABT), 11250 Roger Bacon Drive, Reston, VA 22090; American Biology Teacher (monthly)

National Science Teachers Association (NSTA), 1741 Connecticut Avenue, N.W., Washington, D.C. 20009. The Science Teacher (secondary monthly); Science and Children (elementary quarterly); many other non-periodical publications helpful to teachers.

Social Studies Education

The kinds of materials and equipment selected in connection with a social studies program obviously will vary widely depending upon the focus of the particular program. In fact, the key factor in judging materials and equipment should be the extent to which they are consistent with the program. This requires that careful, systematic selection procedures should be followed. Any proposal should indicate what procedures have been followed and should spell out clearly the relationship between the materials and equipment and the program.

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There are, of course, a number of models for the analysis of social studies curriculum materials. One of the more systematic models, called the Curriculum Materials Analysis System (CMAS), has been developed by the Social Science Education Consortium in Boulder, Colorado. Copies of CMAS, in either its short or long form, may be obtained from the Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. The Consortium has used this system to analyze a large body of social studies materials and has published the results in a Social Studies Curriculum Materials Data Book, which is also available. The Data Book contains information on social studies project materials, textbooks, games and simulations and some other supplementary materials. It should be restated that other good models for the analysis of curriculum material exist and could be used. The Social Science Education Consortium is used here as an example of one such system.

In addition to the basic questions of consistency with program and of systematic selection, the following are some other considerations which should be taken into account when selecting social studies materials and equipment, including those in library media centers:

1. All materials should be free of bias and stereotypes in relation to race, religion, sex and ethnic groups. The diversity of peoples in the world in regard to these areas should be reflected in the materials.
2. Materials should be appropriate to the reading levels, maturity levels and interest levels of the students for whom they are intended.
3. There should be a reasonable balance between print and non-print materials. The nature of the balance will, of course, vary according to the program.
4. Materials should involve students in a variety of types of activity. For instance, materials and equipment that could be adapted for individualized projects should be included.
5. Materials should be carefully reviewed in terms of timeliness. They should be examined for out-of-date information, concepts and interpretations. On the other hand, they should not be so "timely" and narrow in scope as to be obsolete in the near future.
6. Some of the material should be conceptual and open-ended rather than purely informational so that student involvement in the learning process is encouraged.

Useful references prepared by the Bureau of Social Studies Education:

- Manual of Exercises for Developing Social Studies Skills
- Planning for Social Studies in Elementary Education
- Respect for Rules and Law: A K-2 Teaching System (Resource Guide)

Resource Guides:

- Social Studies: A Teaching System: Gr. 1, Gr. 2, Gr. 3 Parts I and II, Gr. 4 and Gr. 6 Eastern Europe
- New York in Books (7)
- Teaching Pre-Columbian Culture: The Iroquois (7)
- Teaching the Age of Homespun (7)

- Teaching the Age of the City: The Guilded Age (7)
- United States History: The Black Perspectives (8)
- Teaching About Africa-South of the Sahara (9)
- Teaching About India (10)
- Teaching About the People's Republic of China, Parts I and II (9)
- American Civilization in Historical Perspectives, Parts I and II
- Teaching About American Economic Life
- Teaching About the Basic Legal Concepts in the Junior High School
- Teaching About the Basic Legal Concepts in the Senior High School
- Teaching About Latin America (Resource Guide, Prim. Gr. 12)
- Reviewing the Curriculum for Sexism
- Essay Questions in Social Studies, A Guide to Analyzing Questions and Responses

Publications of the following professional associations are sources of bibliographic and other information useful to administrators and teachers of elementary or secondary social studies.

National Council for the Social Studies (NCSS), Suite 101, 1515 Wilson Blvd., Arlington, VA 22209. Ask for publication list.

Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302. Ask for publication list.

Social Studies School Service, 10,000 Culver Blvd., P.O. Box 802, Culver City, California 90230. Most complete listing of teaching materials available on commercial basis. Ask for catalog.

American Bar Association, Special Committee on Youth Education for Citizenship, 1155 East 60th Street, Chicago, Illinois 60637. Request publications lists.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036. Request extensive publications list.

The Society for History Education, California State University at Long Beach, Long Beach, New York 90840.

Trade And Technical Education

The primary purpose of trade and technical education is to prepare students for work at the entry level or for entry into post-secondary schools for occupational training.

Trade and technical education concerns itself with the development of the cognitive, affective and psycho-motor skills, with a heavy emphasis on the latter. Because it prepares people to work in an industrial society, and a close simulation of the working environment is used, industrial equipment and materials are needed. Equipment, books, supplies and other resources to conduct instruction must be supplied. Please note, however, that consumables cannot be funded under this title.

Several questions must be answered when trade and technical instructional materials or equipment are requested, and the narrative part of proposals should answer the following items:

- What are the documented needs that are not being met with resources currently being used?
- Is there a clear statement of purpose and objectives?
- How will additional resources assist in meeting the needs and objectives identified?
- Is there a plan for use of the items requested?
- What other instructional materials already available will be used in conjunction with new acquisitions?
- Are there existing facilities for this purpose? If not, how will they be acquired?
- Is there existing curriculum for the project? If not, how will it be developed?
- Who are the students who will benefit from these new materials?
- What are the potential job opportunities that will be enhanced by the use of the new materials?
- How will students' opportunities to obtain available or potential jobs be enhanced through use of the new materials?
- Has the occupational advisory council considered and recommended this proposal?
- How will the extent to which these additional resources will have improved the program be evaluated?

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